DOCUMENT RESUME

ED 266 047 SO 016 562

TITLE	World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Educators Based on the Work of Participants in the UN Fellowship Programme for Educators (1975-1981) and the UNESCO Associated Schools Project.
INSTITUTION	United Nations, New York, N.Y.
PUB DATE	83
NOTE	248p.; Several sections contain pages with small print and maps and photographs that may not reproduce clearly.
AVAILABLE FROM	United Nations Sales Section, New York, NY 10017 (Order No. E. 83.1.12-02300, $23.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Citizenship Education; Community Cooperation; Conflict Resolution; *Cross Cultural Studies; Developing Nations; Elementary Secondary Education; Environmental Education; Foreign Policy; *Global Approach; Higher Education; Instructional Materials; Interdisciplinary Approach; International Cooperation; International Relations; Learning Activities; Peace; Social Studies; Teacher Education; Values Education; *World Affairs; *World Problems
IDENTIFIERS	Interdependence; United Nations

ABSTRACT

This sourcebook is designed to provide prototype materials on world issues suitable for adaptation to national and regional needs. Materials can also be adapted for many curriculum subjects at levels ranging from kindergarten to grade 12. A total of 26 units are organized into five sections. Following a foreword, introduction, and guidelines, a section on "Education and the New World" contains four activities for teacher education focusing on the following themes: the impact of world change on education and limited views of the world. The second section, "We the Peoples" contains five activities for grades K-3, focusing on commonalities of the world's people, diversity, equality, and community. The third section, "Developing Our Community" consists of five intermediate grade activities emphasizing community and group identity and respect. "The Great World Changes," section four, focuses on global awareness, civic responsibility, and rights of men and women. Seven junior high level activities are included. The final section, "Continuing Challenges," contains seven high school activities on human rights, people and work, interdependence, conflict and peace, and personal responsibility. Appendices contain texts of United Nations resolutions and reports, charts and maps, and other background information. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

UNITED NATIONS

WORLD CONCERNS AND THE UNITED NATIONS

Model Teaching Units for Primary, Secondary and Teacher Education

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Eileen Corrigan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED266047

SP 016 562

SD

WORLD CONCERNS AND THE UNITED NATIONS

Model Teaching Units
for Primary, Secondary and Teacher Education

based on the work of participants
in the UN Fellowship Programme for Educators (1975-1981)
and the UNESCO Associated Schools Project

UNITED NATIONS
New York, 1983

Prepared by the Education Information Programmes,
Department of Public Information, United Nations

UNITED NATIONS PUBLICATION
Sales No. E.83.I.12
02300

Copyright © 1983 by
United Nations, New York 10017,U.S.A.
All rights reserved.

FOREWORD

When the guns fell silent in 1945, the world presented educators, if they would but look - and some did - with a challenge as daunting as that of physical and economic reconstruction. New generations had to be prepared for life in a world undergoing a process of economic, political and cultural change on a scale arguably unmatched by any other equivalent period of history.

Now, more than a generation later, after man has walked on the moon, each human being must look at his neighbor and say we who share a single planet are now more than 4.6 billion and we have not learned how to ensure peace or the equitable enjoyment of this planet's resources. Although, in one of the greatest acts of vision and hope aimed at achieving these goals, the United Nations was founded and has since achieved near universality, instruction on the form and nature of the world organization and on many of the problems with which it deals is insufficient in the curricula and textbooks of most of our institutions of learning.

There is ample evidence that interest exists or can be engendered. A number of teaching projects have been developed by dedicated private individuals, enlightened non-governmental or governmental organizations and by international organizations such as UNESCO. However, the need has been expressed with increasing insistence since the late sixties and the seventies for practical teaching materials, especially at primary and secondary levels, that would help the teacher, whether in Jakarta or Rome, Bogota or Baghdad, make meaningful and comprehensible to the young the staggering complexities of our times and encourage them to understand and to seek solutions to the pressures and prejudices that burden our society. The present collection of 26 teaching units seeks to meet at least partially this need in the abiding conviction that education, in its broadest sense, provides the best hope for a just, creative and peaceful world.

Yasushi Akashi

Under Secretary-General
For Public Information

TABLE OF CONTENTS

Page		
3		**Foreword**
6		**Introduction**
9		**Guidelines**
15		**Education and the New World** - a Prefactory Section for Teachers
17	(1)	First of All
18	(2)	Looking Back
19	1.	Education for Living in a World Community
27	2.	The World We See
33		**I. We, the Peoples** - Lower Primary
35	A.	Our Home: the Earth
40	B.	We Are Alike
44	C.	We Are Different
48	D.	We Share Fairly
51	E.	We Are One
57		**II. Developing Our Community** - Upper Primary
59	A.	We Organize
65	B.	Each Member is Important
68	C.	We Behave
73	D.	We Work Together to Improve Our Community
82	E.	Help!
89		**III. The Great World Changes** - Lower Secondary
91	A.	Where Are We Going?
101	B.	More and Less
109	C.	Serving the World
114	D.	Towards Independence
122	E.	People: Women and Men
128	F.	Arteries of International Life
134	G.	Water, Water Everywhere...
141		**IV. Continuing Challenges** - Upper Secondary
143	A.	Developing the World We Want
153	B.	Justice and Development for ALL
162	C.	People and Work
168	D.	All Together Now
173	E.	The Peace Process
180	F.	What Can My Country Do?
185	G.	What Can I Do?

Page		
	Appendices	
192	A.	Resources and Sources
195	B.	United Nations General Assembly Resolution 137 (II) of 17 November 1947, entitled "Teaching of the purposes and principles, the structure and activities of the United Nations in the schools of Member States.
195	C.	Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms adopted by the General Conference of UNESCO, Paris, 19 November 1974
203	D.	UN Fellowship Programme for Educators - description and Recommendations adopted in 1975-1981
225	E.	UNESCO Associated Schools Project - description
226	F.	Declaration on the Preparation of Societies for Life in Peace (Res. A/RES/33/73 adopted by the UN General Assembly 15 December 1978)
227	G.	Report of the Secretary-General on the Work of the Organization, Doc. A/37/1
231	H.	Chart, Map and Members of the UN System
235	I.	Some Commemorative Days, Years and Decades
236	Index	

INTRODUCTION

The purpose of the book

Teachers today face the challenge of helping young people to understand major world developments and the related aims and action of the United Nations family of organizations.

This is an essential and stimulating task but not always a simple one. Although most educators are eager to undertake it and many innovative projects have been developed, there are difficulties. Most curricula and textbooks do not yet give adequate attention to these themes and the themes themselves do not fit neatly into one or another of the compartmentalized disciplines of the usual school programmes. Consequently, as early as 1947 and repeatedly since then, Member States have asked the United Nations for "prototype materials suitable for adaptation to national and regional needs and suitable also for all educational levels." [1]

The purpose of this book is to facilitate and further the work of teachers in this area. It offers a collection of twenty-six units which deal with different world concerns and relevant work of various UN agencies. These units can be adapted for use in many curriculum subjects at levels ranging from kindergarten through teacher-education. Based on teachers' own experiences, the collection is designed to serve as a practical teaching tool. At the same time it may encourage teachers to experiment in a field of education which is important, rewarding and still relatively unexplored.

While the book is intended primarily for teachers and teacher educators, it may also be useful to curriculum specialists, textbook writers, educational authorities and others who seek to make education about today's world more vital and meaningful. In order to encourage wide use of the material, permission is given to freely adapt, reproduce or translate units for classroom purposes only. The sole formality asked is an acknowledgement of their source.*

The general conception of the collection

The collection design has several salient characteristics:

- the units reflect widely-applied educational principles and are based on classroom practices which have been found workable in different areas of the world;
- the units use international examples derived from international sources. Every unit has a United Nations dimension. Some deal directly with UN aims, concerns and activities; others use instances of UN work to help focus and illuminate teaching about different cultures, world changes and other matters of importance in international education;
- topics have been chosen for their relevance to the interests of young people of different ages and to courses found generally in existing curricula;
- the units center on concerns common to all human beings and give readily understandable, small-scale examples of the ways in which local, national and international communities deal with these concerns;
- the collection aims less at the acquisition of factual knowledge than at helping students to perceive and understand world developments and their part in them. To that end, the units employ a variety of approaches and methods, particularly enquiry methods and others which engage students actively in learning experiences. All encourage open-ness of mind, critical awareness and civic skills;
- few, if any, supplementary materials are needed. In most instances readings and illustrations necessary for teaching the units are included. Where there is need for additional factual background, it can usually be found in standard textbooks or encyclopedias or in UN general information booklets such as **Basic Facts about the United Nations**. It is intended, however, that the principal resources be the school and the community.

How the collection was prepared

The collection represents a new development of the action through which the United Nations and Unesco, from their earliest beginnings, have encouraged education designed to further international understanding, co-operation and peace and the realization of human rights. Member States have stressed that such education is "essential to the fulfilment of the purposes of the UN Charter" [1] and, starting in 1947, have passed numerous resolutions concerning "teaching about the purposes and principles, the structure and activities of the United Nations in the schools of Member States".[2]

Four important elements in the broad-scale action undertaken by the United Nations and Unesco have provided the basis for this collection:

- the joint Report of the UN Secretary-General and the Director-General of Unesco to the Economic and Social Council concerning Teaching about the United Nations in Member States, 1975. This report reveals the growing need to intensify such education by adapting it to the demands of the new world conjuncture;
- the Recommendation on Education concerning International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the General Conference of Unesco in 1974;[3]

1. The report of the Secretary-General of the United Nations and the Director-General of UNESCO to ECOSOC, No.E/2184, 2 May 1952.

* In cases of adaptation, please send for information a copy of the adapted text to Education Information Programmes, Department of Public Information, United Nations, New York, N.Y. 10017

1. ECOSOC 446(XIV) 23 July 1952
2. GA 137(II) 17 Nov. 1947 (see Appendix B for text)
3. The text of the Recommendation is reproduced in Appendix C.

- the United Nations Fellowship Programme for Educators (formerly called the UN Triangular Fellowship Programme) which since 1965 has brought together in seminars at UN Headquarters or in different regions curriculum specialists, educational broadcasters, and/or textbook writers to investigate ways of extending and improving teaching about the aims, concerns and activities of the United Nations system;[1]
- the Unesco Associated Schools Project, now entering its fourth decade, in which some 1,500 primary schools, secondary schools and teacher-training institutions in over 80 countries participate in carrying out innovative programmes of education for international understanding, co-operation and peace and education on human rights.[2]

The collection reflects the principles and prescriptions of the 1974 Unesco Recommendation and the 1975 report to ECOSOC and draws upon the ideas and materials developed in the framework of the UN Fellowship Programme for Educators and the Unesco Associated Schools Project. The Secretariats of the United Nations and Unesco have collaborated in preparing the text. UNESCO convened an editorial meeting to review the pedagogical aspects of the manuscript. Thereafter, tests of selected units were arranged in schools in Argentina, Cameroon, India and the Philippines and in the UN International School in New York.

Acknowledgements

Our deep appreciation is due to the many specialists and organizations which contributed to this collection. First, of course, we are grateful to all the participants in the UN Fellowship Programme for Educators and the Unesco Associated Schools Project from whose creative and committed work this collection is derived. Among these, special thanks go to the ten editorial advisors who reviewed the manuscript with such care and who so greatly enhanced its contents (see list).

We wish to express our most profound appreciation to the principal editorial counsellors, the former chief of the Section of Education for International Co-operation and Peace, UNESCO, and the former chief of Education Information Programmes, United Nations. Each brought to the project long and rich experience in both international education and the UN system itself; their encouragement and wise counsel throughout were invaluable.

The work was greatly facilitated by various organizations. We are especially grateful to the Section of Education for International Co-operation and Peace, UNESCO, for its technical advice and most kind and generous support given over many months. We also appreciate the assistance of several UN Information Centres and the departments and agencies of the UN system which reviewed the units relevant to their activities.* The photo libraries of the United Nations, UNESCO and UNICEF made possible the collection's lively and attractive appearance, so important for classroom use.

A final and particular acknowledgement is made to Mrs. Adelaide Kernochan, who was charged with drafting the manuscript. This demanding task benefited greatly from her many years as teacher, writer and specialist in international education with both the United Nations and UNESCO.

• • •

We hope this collection will meet your needs. We welcome your comments and accounts of how the units have been used, as well as your suggestions for making them more effective (see form on last page of the Appendix).

Education Information Programmes
External Relations Division
Department of Public Information
United Nations
New York, N.Y. 10017

1. For further details, see Appendix E.
2. For further details, see Appendix F.

* UNDRO, UNIDO, UNEP, UNICEF, UNFPA, ILO, FAO, ICAO, WHO, Centre for Disarmament and Centre Against Apartheid, (Department of Political and Security Council Affairs), United Nations Postal Administration, Feature Production Section and Division for Economic and Social Information(Department of Public Information), Commission on the Status of Women

EDITORIAL ADVISORS

Ms.Esther Teresa de Zavaleta
National Commission of Argentina for UNESCO
Buenos Aires, **Argentina**

Mr. Paul Morren
State Inspector of Education
Antwerp, **Belgium**

Dr. Joszef Margóscy
Directeur-général de l'Ecole Normale Supérieure
Nyiregyhaza, **Hungary**

Prof. B.S. Parakh
National Council for Educational Research
and Training
New Delhi, **India**

Prof. Jiro Nagai
Department of Education
Hiroshima University
Hiroshima-shi, **Japan**

Dr. Bolarinde Obebe
Faculty of Education
Lagos University
Lagos, **Nigeria**

Ms. Sissel Volan
Norwegian United Nations Association
Oslo, **Norway**

Dr. Liduvina Señora
Ministry of Education and Culture
Manila, **Philippines**

Mr. Jean Bassene
United Nations International School, New York
(Senegal)

Mrs. Royda Mumbo Luo
Headmistress
Jacaranda Primary School
Lusaka, **Zambia**

GUIDELINES

Overview and Suggested Uses

One could say that this collection was developed by the world's teachers for the world's teachers. Derived from classroom experiences, the units will adapt easily to curricula and practices used locally. A few basic concepts and generalizations are evolved in different classes through a range of topics and methods. In all the units technical language and extensive detail are avoided and the issues are presented in terms of young people's own lives. This collection, in short, is intended as a simple, concrete and practical tool for international education.

Goals

The overall goals of the collection are the same as those of most education: to help each student to grow and contribute to the society. Today that society is becoming more and more international; consequently the international dimensions of education are becoming increasingly important. As stressed in the resolutions and studies of the United Nations and UNESCO

- students need to be aware of world developments and their effects on people's lives;
- international education involves not only knowledge but also attitudes, values and behaviour and therefore should be integral to all aspects of the school experience;
- learning about UN aims, concerns and activities can help young people to understand and participate in the growing world community.

Concepts

A few basic concepts underlie most of the units. One of these is "world community". This term should not conjure ideas of "a world government with a system of laws and an international army...it means rather a group of sovereign nations working together voluntarily on common concerns".[1] Children must be aware of this growing movement; they should develop a sense of world community - of sharing values and hopes and facing the future together.

"International education" is another term which needs interpretation. As defined by the Unesco General Conference in 1974 and as used in this book, "international education" means "education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms". Such education does not conflict with or supersede local and national education; it merely extends them so that they more adequately mirror the world of today.

Another concept common to all the units is "development". This includes development of each individual's capabilities as well as development of each culture and country and the world community itself. "Human rights" or "equal rights" also runs as a theme through most of the units whether the topic be education, population, work or even security. Also, frequently used is the term "world concerns" or "human concerns"; these are continuing needs and aspirations, common to people throughout the world; they range from health and housing to peace and a fair international economic order.

Using the collection

It may be helpful to begin by familiarizing yourself with the **plan of the collection**. The prefactory section for teachers introduces concepts common to all the units: the world community and its implications for education. The primary and secondary sections develop in complexity with the growing young person. Thus, the primary units use largely affective methods and focus on a few specific topics; the secondary units demand deeper inquiry into more complex world concerns.

The sections follow a common pattern. The opening unit introduces the ideas and themes of the section. The succeeding units deal with different aspects of peace, justice, development or the environment. Each unit shows the global nature of the topic, the need for international co-operative action and the responsibilities of the United Nations and individual citizens.

The units are not supposed to be followed exactly. They are intended to show what can be done and what has been found effective, but they should be used flexibly according to the needs and interests of each class. For this, the Table of Elements and the Matrix (on the following pages) and the Index can be helpful. Read horizontally, the Table shows the elements which compose each unit; read vertically, each column indicates a range of possibilities. Teachers can scan the Table, choosing a theme here, a technique there. Concepts introduced at the lower primary level can be incorporated into later units and secondary subjects can be simplified for primary pupils. Readings and illustrations may be used in other units besides the ones in which they appear. Some units may be suitable for use as presented; in others teachers may add, substitute or interchange elements or perhaps discover ideas which will lead them to design new units.

* * *

At the conclusion of the UN Fellowship Programme for Educators participants are invited to describe what the seminar has meant to them. One participant said, "Here at the United Nations I have been able to review the past, to see more clearly the currents of change today and to glimpse the world we might attain in the future. Teaching about these great movements and the UN's role in them is not 'propaganda', not a 'duty', but an exciting opportunity." This is the spirit in which these units were created and in which we hope they will be used.

1. 1981 UN Day Student Leaflet, Department of Public Information, United Nations.

TABLE OF ELEMENTS

Level	Unit	Title	Themes	Related UN Function	Components	Comments	Page No.
Prefatory Section for teachers		**EDUCATION AND THE NEW WORLD**	World understanding central to education	The UN and education	Overview and limited application		15
TE	(1)	**First of All...** a preliminary exercise					17
TE	(2)	**Looking Back...** a critique					18
TE	1	**Education for Living in a World Community**	World changes and education	educational development (UNESCO)	research, discussion, curriculum draft	The Right to Know	19
TE	2	**The World We See**	Limited views of the world	increasing international understanding	questionnaire, textbook review, UN periodical resources	Learning from the UN	27
Section I Lower Primary Kindergarten-Grade 3 Ages 5-9		**WE, THE PEOPLES**	Identification with the world's people	People and the UN	The arts, classroom activities		33
K-3	I-A	**Our Home: the Earth**	The earth and people	introduction to UN	physical features globe	The Concentric Approach and International Education	35
K-3	I-B	**We Are Alike**	Commonality of the world's people	concern for children's well-being (Rights of the Child)	lullabies, families	Concern	40
K-3	I-C	**We Are Different**	Diversity and creativity	encouraging individual development (UNESCO)	clothing, schools	Wonder and Creativity	44

K-3	I-D	**We Share Fairly**	Equality and sharing	sharing among the world's people (WHO, UNICEF)	dance, health care	Using Spontaneous Happenings	48
K-3	I-E	**We Are One**	Communication and solidarity	expression of human unity (UN Day, UPU)	celebration, stamps	Positive Approaches	51
Section II **Upper Primary** Grades 4-6 Ages 9-12		**DEVELOPING OUR COMMUNITY**	Community relationships	UN goals and areas of work	Local examples and international parallels		57
4-6	II-A	**We Organize**	Organizing a community	a framework for co-operation (UN Charter)	a picture fable	A Sense of Form	59
4-6	II-B	**Each Member Is Important**	Equal dignity and rights	equal participation (UN General Assembly)	banners	Individual Development and Conformity	65
4-6	II-C	**We Behave**	Responsibilities in a group	encouraging harmony (UN peace force)	story, picture account	Teaching about the UN in History and Civics	68
4-6	II-D	**We Work Together to Improve Our Community**	Co-operation and development	exchanging skills (FAO)	inquiry, local garden project, reading, analysis	Competition in School?	73
4-6	II-E	**Help!**	Community solidarity in emergencies	mutual assistance (UNDRO)	discussion, radio programme	The United Nations' Humanitarian Work	82

Table of Elements

Level	Unit	Title	Themes	Related UN Function	Components	Comments	Page No.
Section III THE GREAT WORLD CHANGES **Lower Secondary** Grades 7-9 Ages 12-15			From competing nations to international co-operation	The UN's role in world transition	Changes in terms of people's lives		89
7-9	III-A	**Where Are We Going?**	World changes	an agent for change (UN Headquarters)	real or imaginary visit to a UN headquarters	How To Increase the Educational Value of UN visits	91
7-9	III-B	**More and Less**	People	watchman for the future (UN population activities)	statistics, model and local scenario, personal questions	Human Values	101
7-9	III-C	**Serving the World**	World-mindedness	a world viewpoint (UN Secretariat)	play, newspaper exercise	The Dynamic Nature of World-awareness	109
7-9	III-D	**Towards Independence**	Self-reliance and education	supporting independence (de-colonization, community development)	imaginary headlines, letter from UNICEF field officer	Learning International Morality	114
7-9	III-E	**People: Women and Men**	Rights of women and men	awareness of common concerns (UN women's rights activities)	local interviews, readings, action	Using Human Resources	122
7-9	III-F	**Arteries of International Life**	Intercommunication and co-operation	facilitating interchange (ICAO)	research, field trip, exhibit	Meaningful Presentations	128
7-9	III-G	**Water, Water Everywhere...**	Water and civic responsibilities	meeting common needs (UNEP)	home exercise, statistics, case studies, community project	Local and World Realities	134

Section IV CONTINUING CHALLENGES
Upper Secondary
Grades 10-12
Ages 15-18

			Further tasks in developing a new world community	Difficulties in closing the gap between ideals and reality	Youth concerns		
10-12	IV-A	**Developing the World We Want**	Industry and People	forum for world planning (NIEO, UNIDO)	model meeting	Making Full Educational Use of Model UN's	143
10-12	IV-B	**Justice and Development for ALL**	Human rights and development	world conscience (action against apartheid and racial discrimination)	transcript of interview, housing survey, action	Critical Awareness	153
10-12	IV-C	**People and Work**	New trends in employment, work satisfaction	co-operation in specialized fields (ILO)	ILO projection, readings, self-interrogation	Realistic Expectations	162
10-12	IV-D	**All Together Now**	Interdependence in energy	mobilizing world action (UNEP, TCDC)	report on energy for the community, experimentation	We Are All Developing	168
10-12	IV-E	**The Peace Process**	Conflict and peace	reducing violence and promoting harmony (peace machinery, disarmament work)	survey, hypothetical case, evolution of draft agreement	Times of Crisis	173
10-12	IV-F	**What Can My Country Do?**	National sovereignty and participation	encouraging each nation's development	exercise, project, debate	Education for Citizenship	180
10-12	IV-G	**What Can I Do?**	Youth and development	concern for youth (UNESCO clubs, UN Volunteers)	questionnaire, local needs, youth in other countries, project	Increasing the Effectiveness of International Experience Abroad	185

AREAS OF STUDY FOR UNITS

Most of the units in this Collection can be used in several different courses in the curriculum. Since the terminology for areas of study is not standardized throughout the world, the terms here are merely indicative.

Areas of study	Units: TE		I. Lower Primary					II. Upper Primary					III. Lower Secondary							IV. Upper Secondary						
	1	2	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	F	G	A	B	C	D	E	F	G
Anthropology	●	●																								
Architecture	●	●									●		●	●							●					
Art	●	●	●		●		●		●				●													
Civics	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Community service	●	●									●					●		●					●			●
Current affairs	●	●											●		●	●				●	●	●	●	●	●	●
Dance	●	●				●																				
Drama	●	●	●				●								●					●					●	
Economics	●	●									●									●	●	●	●	●	●	●
Environmental sciences	●	●	●								●			●			●	●					●			●
Gardening-agriculture	●	●									●											●	●			●
Geography	●	●	●		●		●				●	●		●	●	●	●	●		●	●		●		●	●
History	●	●						●			●		●	●	●	●	●			●	●			●	●	
Language	●	●			●		●						●		●			●								
Literature	●	●		●					●	●															●	
Mathematics	●	●				●						●		●					●	●			●		●	
Music	●	●		●		●	●				●															
Nutrition-health home economics	●	●				●					●			●		●							●			
Other cultures-area studies	●	●		●	●	●			●		●	●	●	●	●	●	●		●	●	●	●	●	●	●	●
Pedagogy	●	●														●										●
Physical education	●	●				●																				
Psychology	●	●								●																
Science	●	●				●					●	●		●				●	●				●			
Social Studies	●	●	●	●				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Vocational studies & training	●	●													●							●				●
Writing skills	●	●					●					●	●			●	●			●		●			●	

Prefatory Section
for teachers

EDUCATION AND THE NEW WORLD

Synopsis

This section is addressed not only to teacher educators and their students but also to all who may use this Collection. It introduces the subject - learning about world concerns and the United Nations - and provides the educational base for the following sections.

General goals

The emerging world community profoundly affects all aspects of education. In this section teachers

- become aware of their own attitudes towards other countries and towards teaching about the United Nations
- question the priorities, goals, content and methods given to international education
- explore ways to make education more appropriate to the times

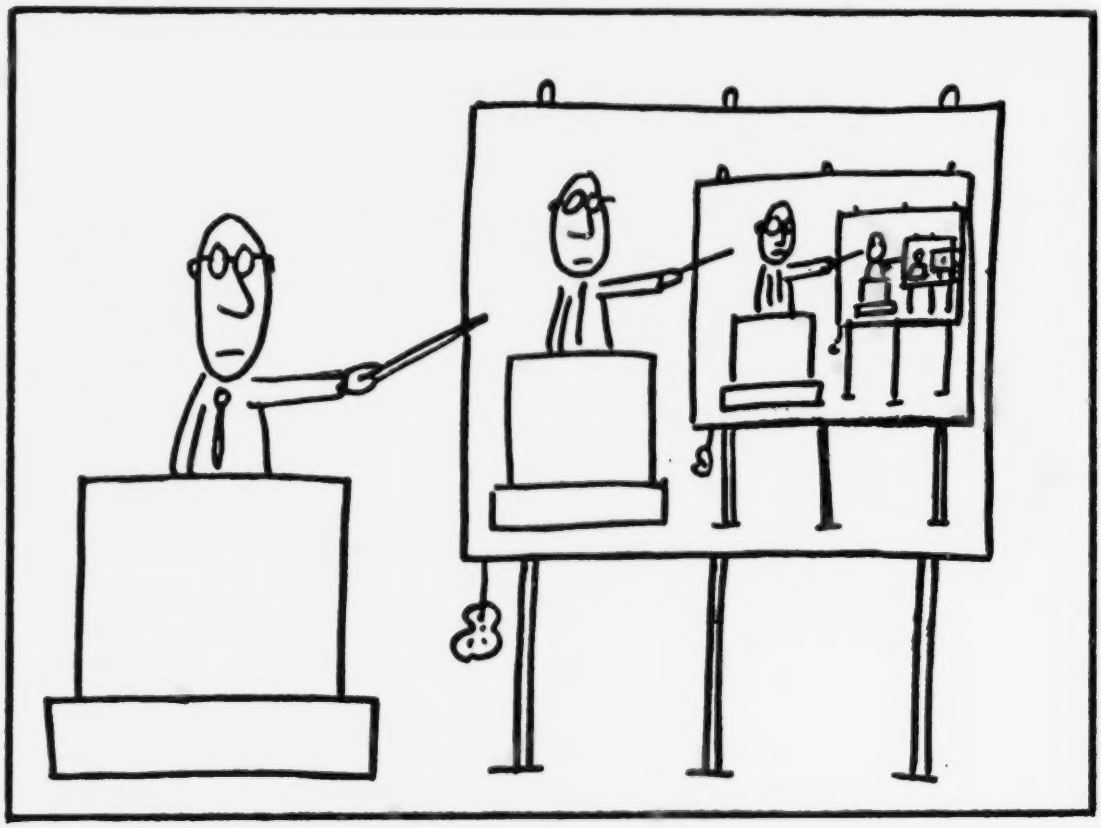
Contents

First of All. This preliminary exercise is intended to help readers to use the collection more effectively. It can also serve as an evaluation tool for the following units.

A. **Education for Living in a World Community.** Teachers focus on world changes and how these affect education. They draft a curriculum plan or unit based on their findings.

B. **The World We See.** Teachers examine the orientation of textbooks in their field of specialization and ways that UN materials can expand and enrich them.

Looking Back..... - a critique for use with any of the units or sections.



Unesco Courier June 1975

A TEACHER IS A TEACHER IS A TEACHER IS A TEACHER...

FIRST OF ALL....
a preliminary exercise

Recently in a country where the organization of the United Nations system is studied extensively, a student was asked what the letters "UNCTAD" stand for.* He replied, "Under No Circumstances Take Any Decisions" - an amusing answer but also an informative one, for behind the joke one can glimpse the concept that has been forming in the student's mind. This can be helpful. To teach effectively one must know something of students' ideas, values and attitudes.

It is equally important that teachers should be aware of their own ideas and attitudes. Knowing how you feel about international education not only helps in classroom teaching but also in choosing from this Collection themes, approaches and methods which suit your particular needs.

*UN Conference on Trade and Development

Some questions for yourself

Before looking over this Collection and before beginning the units in this section for teachers, write down for yourself your general ideas about major world concerns and the United Nations, your feelings about teaching these topics, the possible difficulties you anticipate, and the themes, approaches and methods that you think might prove effective. Or, if you prefer, you could use the following questionnaire.

Then analyze what you have written. *What do your answers show about your ideas and attitudes? Do they differ from the approaches and methods used in your textbooks? in current teaching in your school?* Save your notes/exercise to note later changes in your ideas and teaching.

Sample Exercise on Preconceptions

1. Write five words that you associate with each of the following:

2000 A.D.

world community

teacher

United Nations

students

development

human rights

peace

2. Circle those adjectives with which you agree:
Teaching about world concerns and the United Nations is

useless	*irrelevant*	*vital*
difficult	*a luxury*	*exciting*
boring	*necessary*	*rewarding*
propaganda	*important*	*other* (specify)

3. *What difficulties do you anticipate in teaching about world concerns and the United Nations?*

lack of suitable materials
lack of time for adequate preparation
lack of class time
lack of student interest
lack of student concern for what happens outside the community
complexity of the topics
remoteness of the topics from the students' life experience
keeping up-to-date
others (specify)

4. Circle the approaches and methods which you consider effective in international education:

lectures
audio-visual presentations
student reports
group projects
assembly programmes
resource people
international exchanges
role playing
field trips
community projects
study and activities which link local and international levels
class discussions
other (specify)

5. *Which world concerns would you like to teach about? Why?*

LOOKING BACK....a critique*

After each section - or even after each unit - many teachers find it helpful to look back, noting which elements were effective and what changes might be made. Such a review does not have to be extensive. The following questions suggest some of the topics you might cover.

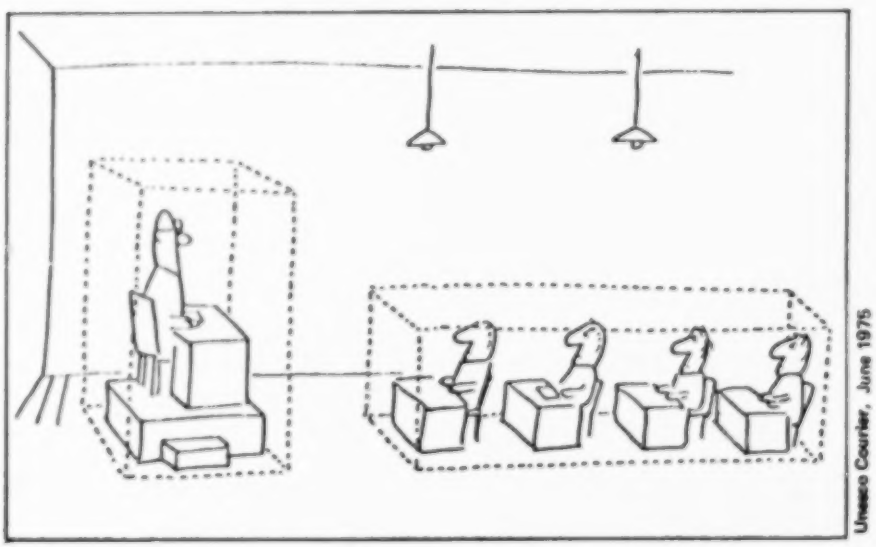
A. To what degree were the general objectives achieved? You could review the students' general mastery of factual information and skills, the clarity and depth of the insights they had gained, and changes in values, attitudes and behaviour (i.e. relationships in the class and community). The last might be assessed through observation of unplanned activities, role-play, or a devised situation, such as a new student in class, the visit of a resource person, or a project requiring mutual respect and co-operation.

B. Effectiveness of the different components. This could be determined by whether students were challenged, confused, personally involved, showed interest and/or enjoyment during the unit, wanted to extend the study or activity, etc.

C. Changes needed to increase the effectiveness of the unit. These could include changes in objectives, content, strategies, resources, methods of evaluation, etc.

D. Your own feelings about teaching the section or unit. Here you might look again at TE(1) and note how your answers may have changed.

* Note: *This kind of critique is actually an informal self-evaluation for teachers. Self-evaluation for students is introduced in Units II-D and IV-C.*



EDUCATION OR ISOLATION?

EDUCATION FOR LIVING IN A WORLD COMMUNITY

Areas of study: Educational sciences, comparative education, history, current affairs, social psychology
Themes: World developments and education
Related UN function: at the center of the growing world community (UNESCO- United Nations Educational Scientific and Cultural Organization)
Unit objectives:
- to recognize increasing internationalization of all aspects of life
- to explore ways to prepare students for living in a co-operative world community

Unit components:
- search for evidence of an international community
- discussion of how these findings affect education
- a curriculum draft in international education

Suggested time: 3 or more class periods
Tools: Newspapers or periodicals; the UNESCO Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms (1974); Recommendations of UN Fellowship Programmes for Educators (see Appendix C and D)

SUGGESTED PROCEDURES

Note: This unit is designed as an introduction to teaching about world developments and the United Nations. It suggests that something new and highly important is happening today - something that affects the lives of all people and poses new challenges for education. In the first parts of the unit these ideas are explored in general terms and then in the last part they are made concrete in a single draft assignment. The ideas about the world and education introduced here are integral to all the succeeding units in this collection.

Part I. What signs do you find that a world community is developing? - an inquiry

A. List examples of 1) the internationalization of life today and 2) increasing international co-operation. The list does not have to be extensive but it should include a sufficient number of examples for you to be able to see how widespread the movement is.

The examples you find might fall into different categories such as
- material objects (food, possessions at home or in class, etc.)
- culture (ideas, inventions, skills, customs, etc.)
- systems (communication, finance, international governmental and non-governmental organizations, etc.)

For this list, use whatever available sources you find worthwhile. These do not have to be historical studies; you could use your own surroundings or the local media. For example, you could do one of the following:
- in an issue of a newspaper or periodical you could find instances of internationalization or international co-operation (look in all the sections, including weather, amusements, travel, social activities, advertisements, etc etc.). You might supplement this by reviewing a periodical published by one of the UN agencies or a "Weekly Newsletter" put out by a UN Information Centre (see example given at the end of this unit).
- relate the inquiry to your own life by a) identifying aspects of your life which are new to people in the last 50 years (i.e. mobility, rapid changes, medical discoveries, social patterns, etc.) and b) listing 5 world happenings which have affected your life.

B. Based on your findings in A., visualize as clearly as you can the world of 2000 A.D. in which your students will be living.

BEST COPY AVAILABLE

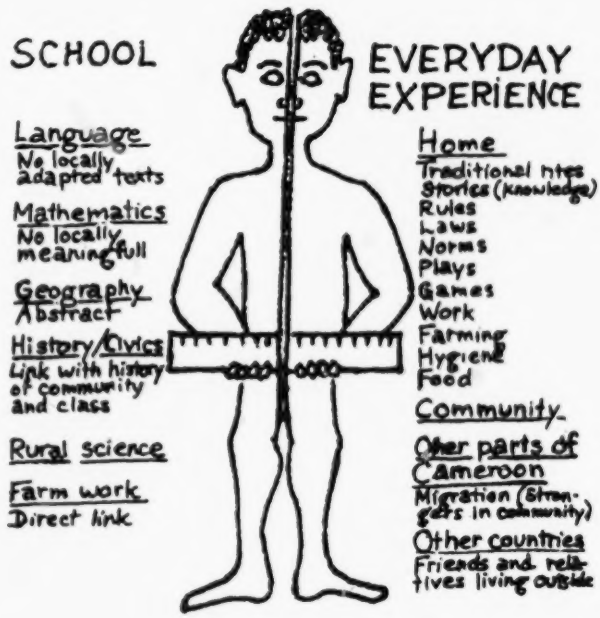
Part II. Implications for education

A. Discuss in class the question "How do you think the movement towards a world community affects education?" Take up the different elements and how each is affected. For example:

1. The general aims of education *
   - to train administrators? technicians? professionals? workers in industries? in agriculture?
   - to develop the physical, intellectual, moral and aesthetic qualities of man?
   - to prepare all young people for civic and economic life?
   - to increase productivity?
   - to contribute to the development of the country?
   - to enable people to adapt to change?
   - to help people to fit into society?
   - "the full development of the human personality" (Article 26 of the Universal Declaration of Human Rights)?
   - other goals (specify)
2. Educational priorities (place of international education in the curriculum? percent of teaching time allotted? etc.)
3. Pedagogical goals (concepts? knowledge? values? attitudes? behavior?)
4. Content (focus on world issues? etc.)
5. Approaches and methods (information-centered? student-centered? community-oriented? active methods? relationship between teacher and students?)

B. Read the UNESCO Recommendation concerning education for international understanding, co-operation and peace and education regarding human rights and fundamental freedoms and also the recommendations of the UN Fellowship Programme for Educators (the texts of both are given in the Appendix). Compare these recommendations with the ideas suggested in your class discussion.

* derived from **International Yearbook of Education**, Vol. XXXII - 1980, UNESCO



Where do we as teachers make use of the child's environment, his everyday experience?

What happens, if there is no link between school and environment?

It is as if you split the child in halves or as if you built a fence into his head.

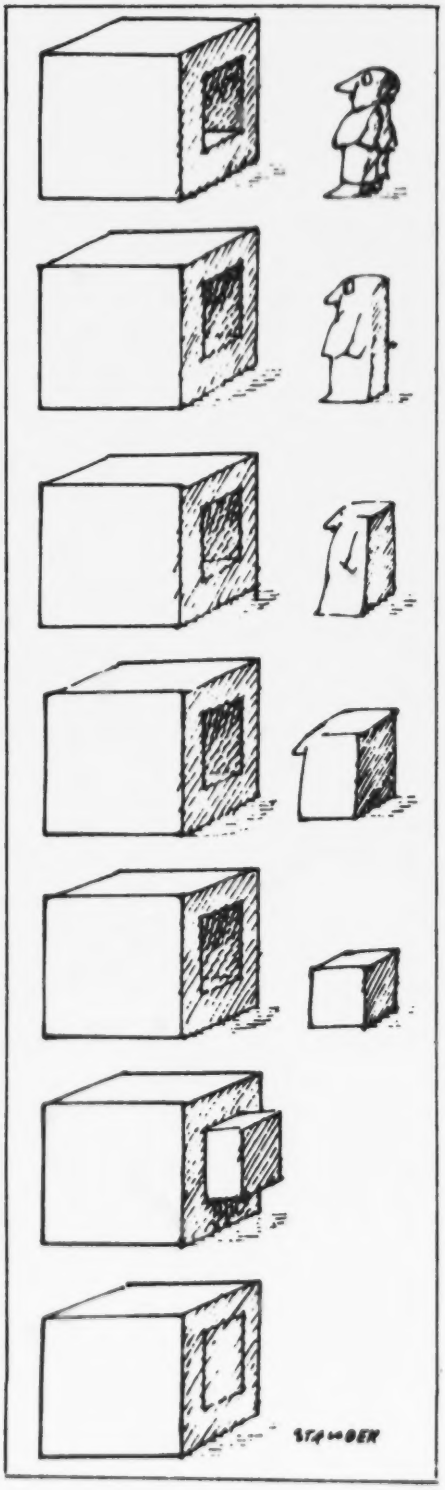
"Education for Self-reliance", IPAR-Buea Seminar, Cameroon, 2 - 6 July 1979, SIDA Information Division

- "the full development of the human personality"

UNICEF card by Iliana Roels (Belgium)

BEST COPY AVAILABLE

- to help people to fit into society?



Part III. Preparing students for the 21st Century - a curriculum draft

Based on the ideas developed in Parts I and II, draft one of the following:

A. a term course outline in any field (i.e. if you chose science, you might focus the course on man's attempts to develop larger and larger areas of co-operation)

or

B. a teaching unit in any field (in Part II you may have decided that international education should have highest priority, cognitive, affective and behavioral goals, a student-centered approach, and active methods; consequently you might design a project with components similar to the one described below):

At a school near a United Nations agency, students aged 16-18 chose a theme they considered important (the New International Economic Order), researched it through personal interviews with members of the UN Secretariat and readings of UN documents, prepared working papers, enlisted speakers and resource persons, identified discussion questions and finally held a conference for the school's top four grades in the Headquarters building. Evaluation showed that the students had changed their original narrow views of the UN derived from media accounts of political confrontations. In a discussion after the project they reported that they found "a whole other half of the UN which is alive and thriving... all these organizations with so many interesting people working for them - people with many great stories you don't hear from people our own age... they had been everywhere and have access to the most amazing resource material... It was a catalyst for my curiosity. It's gotten me interested in something else and it raised a lot of questions. Now I read everything. I feel so much more confidence in myself now I know what writers are talking about... I never thought of international relations before but now I think I'll major in it... I can't think of a career confined to only one country; I'd feel stifled... We got to know the UN; everyone was involved and interested. It was the MOST EXCITING EDUCATIONAL EXPERIENCE I've ever had in the history of my education."

Your local resources may be different and you may wish to design a less ambitious unit (In this collection you can find examples of simpler projects which were developed in different parts of the world). Nevertheless your unit can try to give students comparable insights into the world and their place in it and contribute as much to their growth as human beings.

If possible, test your unit in a class and evaluate it afterwards with the students.

BEST COPY AVAILABLE

OTHER IDEAS

In Part I you may wish to go more deeply into the movement towards a world community. This could mean examining the past and the future. A former minister of education in Asia identified the following world movements as being especially important to education in the years ahead. (you might explore one of them): the explosions of population, of knowledge and of expectations; the issues of war and peace, of man and the environment, and of culture and technology; the conflicts between the inner man and the outer world, between individual freedom and social organization; the gaps between the industrialized and the developing nations, between knowledge and wisdom; and finally the need to transform values based on power into "understanding and conscious harnessing of the self for service to others".* Or you may wish to examine people's earlier efforts to develop systems of international co-operation (i.e. the League of Nations).

In Part II you may wish to extend your research on education for the coming years. UNESCO, which has been particularly active in this field, has prepared a report on life-long education (**Learning To Be**); it would be an excellent source for your study. You could also investigate traditional systems of education which have proved effective and current innovations in different parts of the world; these can be found in the UNESCO periodicals **Prospects, Courier** and **Features.** Interesting ideas are also reported in **International Understanding at School,** the circular of the UNESCO Associated Schools Project. With the help of the nearest UN Information Centre you might contact teachers and students in that programme or former participants in the UN Fellowship Programme for Educators.

In Part III instead of drafting units or course outlines, you might adapt and rewrite a unit in this collection, according to criteria you developed in Parts I and II.

Additional topics for discussion or writing assignments:

- "For the first time in history..." (new world developments and new tasks for education)
- "Non-formal methods in international education" (how methods such as apprentice-learning and community projects can help prepare students to participate in a world community)

COMMENTS

The Right to Know

Recently a UN Secretariat official met with visiting students to talk about the United Nations. His post, reviewing reports from all the Specialized Agencies, gave him an unusually complete view of the UN's work. He spoke eloquently of the great changes he had witnessed during his thirty years serving the UN and of the signs of increasing co-operation among the world's people. He told also of the difficulties and many plans which hadn't worked out. Nevertheless he felt the UN had grown in strength and competence as it developed ways to handle ages-old human needs and challenges new in history. Each year he becomes more confident of the future as he sees more and more clearly the world community taking shape.

The students were excited at this new vision of the world, but some were sceptical - and angry. "If this is so, why didn't anyone tell us? We have a right to know! "

Indeed! How is it that they missed this bit of news? Surely such a major development must be visible for all to see. And yet - is it featured in the media? in the history textbooks? Have we tried and failed to communicate? Many teach about other cultures but this does not mean that students perceive the patterns of change in the world as a whole. Some teachers deal with world issues, such as interdependence, but neglect the networks of co-operation which enable people to exchange, share and help one another. Often the UN is treated as an unimportant forum for national rivalries; its significance in human history is not perceived.

Some say that students are not interested in such matters but experience in many parts of the world has shown that they are eager to enlarge their horizons and explore world issues which concern them deeply. Whatever the reasons for omissions in the media or in school, one must agree with the students: they have the **right to know.**

* Dr.Prem Kirpal, former chairman of the UNESCO Executive Board and fomer Minister of Education and Social Welfare, Government of India, "Address to 1981 UN Triangular Fellowship Programme for Educators".

"The right to know", UNESCO Associated Schools Circular No. 25.

BEST COPY AVAILABLE

Reading for TE-1, Part 1: Almost any UN document, of whatever date, can illustrate the range of UN concerns and the way it works. For example, how could you use this newsletter?

UN Weekly Newsletter

Vol. 31 No. 7, February 15, 1980

Published by the United Nations Information Centre New Delhi - 110003

UNIDO III ends

New Delhi Declaration and Plan of Action approved

A "New Delhi Declaration and Plan of Action", outlining measures supported by developing countries to promote their industrial development, was adopted at the Third General Conference of the United Nations Industrial Development Organization (UNIDO) held in New Delhi from 21 January to 9 February.

The Plan seeks to advance the third world towards the target set by the 1975 Lima Declaration and Plan of Action—a 25 per cent share of world industrial production for developing countries by the year 2000.

North-South

The Conference failed to achieve North-South agreement, despite efforts in the final days to reach a consensus on a compromise text drafted under the auspices of the President of the Conference, P. V. Narasimha Rao, Foreign Minister of India. The Conference had been extended by a day to permit further negotiations.

global fund

The Plan of Action proposes the establishment of a North-South Global Fund to promote industrialization of developing countries, reaching the level of $ 300 billion by the year 2000.

The Fund would provide financing on soft terms, and would be controlled by the developing countries, while developed countries would provide the bulk of the resources.

The Plan also outlines measures calling for co-operation among developing countries and assistance by developed nations in regard to promoting training, transfer of technology, industrial production, development of energy resources, and special measures for least developed.

Conference President, Mr. Rao, said the failure to achieve a consensus had been "truly disquieting" but hoped that it "may have cleared the air" for further North-South negotiations.

Also at the final meeting, the Group of 77 said the Conference had been a "dialogue of the deaf" due to the absence of flexibility and political will on the part of developed countries.

Group B said the differences were caused by efforts to deal with matters that should be considered in other United Nations bodies, and that the introduction of "contentious political issues" had hampered the real work of the Conference. The socialist countries said they had favoured the proposed compromise text.

Dialogue to continue

The UNIDO Executive Director, Mr. Abd-El Rahman Khane, declared at the close of the Conference that the dialogue between rich and poor countries would continue, and many of the issues discussed would be taken up at the August special session of the General Assembly. He stressed the urgency of tackling crucial economic issues if international peace is to be ensured.

Prem Chand arrives in Luanda

Lt. Gen. D. Prem Chand and his team arrived in Luanda on 5 February and have since been holding discussions with the Government of Angola and with the South West African Peoples Organisation (SWAPO).

Lt. Gen. Prem Chand has been appointed by the UN Secretary-General as the Commander Designate of the Military Component of UNTAG.

Group on nuclear weapons meets

The Group of Experts on a Comprehensive Study on Nuclear Weapons held an eight-day session, from 23 January to 1 February.

The Group was set up by the General Assembly in 1978. In a resolution adopted on 16 December 1978, the Assembly requested "the Secretary-General, with the assistance of qualified experts, to carry out a comprehensive study providing factual information on present nuclear arsenals, trends in the technological development of nuclear-weapon systems, the effects of their use and the implications for international security.

The Group 12-member includes Mr. M.A. Veuodi of India.

Committee on Disarmament opens its 1980 session

THE Committee on Disarmament resumed on 5 February its efforts at negotiating concrete disarmament measures in several areas of disarmament, hearing an appeal by its Chairman, Mr. Donald McPhail of Canada, who urged Committee members to show "a spirit of goodwill and flexibility" in getting down to work.

A message from the United Nations Secretary-General was read on his behalf by Mr. Rikhi Jaipal, Secretary of the Committee.

China took its place in the Committee for the first time, an event referred to by several speakers as "an historic occasion" which would encourage further progress in Committee's work.

Many speakers referred to events in Afghanistan and Iran, noting that the situations created by these events underlined for the Committee to pursue even more vigorously its search of results in the negotiations on disarmament.

Conventional arms

Italy submitted officially a working document setting out proposals for the control and limitations of the trade in conventional weapons. This proposes the establishment of an ad hoc body within the United Nations system to promote conventional

(Contd. on page 4 col 2)

BEST COPY AVAILABLE

Human Rights Commission opens thirty-sixth session

VIOLATIONS of human rights and fundamental freedoms in any part of the world will be examined by the Commission on Human Rights which will hold its thirty-sixth session at the Palais des Nations, Geneva, from 4 February to 14 March.

The Commission's parent body, the Economic and Social Council, in 1979 authorized an increase in the membership of the Commission from 32 to 43 members. The members are elected for three-year terms on a rotating schedule by the Council. The session of the Commission was extended to six weeks.

The Commission will continue its examination of ways and means within the United Nations system to improve the effective enjoyment of human rights.

At its last session, the General Assembly requested the Secretary-General to consider the redesignation of the Division of Human Rights as a Centre for Human Rights in the light of views expressed at the session of the Commission on Human Rights which is about to begin.

Situation in Chile

Human rights situations in southern Africa, in the Arab territories occupied by Israel including Palestine, and in Chile are among the subjects to be discussed by the Commission in public meetings.

The Commission is also scheduled to consider the question of the enforced or involuntary disappearance of persons and to make appropriate recommendations to the General Assembly.

Large exoduses

The subject of large-scale exoduses of persons and groups from certain States and territories is also to be considered. Some allegations of human rights violations in certain countries will be taken up under confidential procedures in closed meetings.

In the field of standard-setting, the Commission will work on a draft convention against torture and human rights instruments related to the rights of the child, of migrant workers, of aliens and of minority groups as well as the elimination of all forms of intolerance and of discrimination based on religion or belief.

Among other topics on the agenda of the Commission are activities to promote the aims of the Decade for Action to Combat Racism and Racial Discrimination (1973-1983); measures in support of the struggle against apartheid and racism and for self-determination and independence; and the implementation of the International Covenants of Human Rights.

Altogether, some 29 items are listed in the provisional agenda for the Commission's session.

Mr. Waleed Sadi of Jordan, who was elected Chairman, said the increased size of the Commission was significant. It showed wider and more profound concern of the international community with human rights, and it reflected of more countries with differing heritages, social traditions and ideologies to be involved in the United Nations' efforts in difining, interpreting and protecting human rights.

IFAD loan for Bangladesh

The International Fund for Agricultural Development (IFAD) has concluded an agreement with Bangladesh for a loan of $25,000,000 to finance a project to raise the country's agricultural productivity.

The loan to Bangladesh will finance a programme whose primary objective is to improve the productivity of small farmers by promoting larger fertilizer use by them. This will be accomplished by improving the access of small farmers and sharecroppers to fertilizer by increasing national fertilizer supply, by ensuring the local availability and optimal use of fertilizer through early and timely construction of lower cost storage facilities and by improving credit.

The programme combines a wider focus on the fertilizer sector as a whole together with a series of measures concentrated in a specific area. This specific area covers the adjacent districts of Faridpur, Kushtia and Jessore, comprising 11 sub-divisions with an area of 6,300 sq. miles and a population of 9.9 million. Over 80 percent of the population are small farmers.

Outlook for the world of labour in 1980s

THE outlook for the world of work in the 1980s, plagued by mass poverty and unemployment, stagflation and the threat of social tension, is described by ILO Director-General, Mr. Francis Blanchard, in a document just published.

Taking a "long, cold look at the harsh realities confronting mankind," his Medium-Term Plan for the ILO for the 1982-87 period foresees labour problems becoming more complex and acute. He puts forward proposals for ILO action to help solve them.

Factors affecting the labour scene in the eighties include : an increase of 250 million in the world workforce by the end of 1987, to a total of 2,045 million—nearly threequarters of the total being in the developing world; and nine-tenths of the workforce increase will occur outside agriculture, the cities of the Third World growing by 390 million inhabitants by 1987.

The factors also include growing military expenditure, which reached almost a million dollars a minute in 1979.

"The task of social construction...is clearly incompatible with the gradual transformation of the world into an armed camp."

A 10 per cent cut in present arms spending, says Mr. Blanchard, would free 400,000 million dollars by the end of 1987 for projects such as a World Development and Employment Fund;

The report adds that economic stagnation in the industrialised countries, if it continues, will jeopardise social development everywhere. It is unlikely that any but a very few developing countries will attain "industrialised" status before the end of the century.

There is no certain way of ensuring material progress without upsetting the balance of society, Mr. Blanchard considers. "No-one questions the need for creating more wealth in order at least to bring relief to the most deprived."

"But the wealth resulting from present growth patterns is not always real wealth, if only because of the appalling waste which its production and consumption entail."

Real progress, he adds, calls for a mobilisation of conscience and imagination together with a thorough renewal of economic thinking.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Expert group on satellite monitoring agency meets

THE Group of Governmental Experts appointed by the UN Secretary-General, Dr. Kurt Waldheim, to study the implications of establishment of an international satellite monitoring agency made an in-depth study of the subject at meetings in Geneva from 4 to 8 February.

The Group, set up at the request of the General Assembly in 1978, held two sessions in Geneva during 1979. On the basis of its progress report, the Assembly has called for an in-depth study by the Group of the technical, legal and financial implications of such an agency.

French proposal

The proposal for a satellite monitoring agency was submitted by France at the special session of the Assembly devoted to disarmament, held in New York in May-June 1978.

In a resolution adopted on 11 December 1979, the Assembly reaffirmed "the essential role to be played by appropriate international monitoring measures, satisfactory to all interested parties, in establishing and implementing disarmament agreements, and is strengthening international security and confidence".

It referred to "the important contribution which earth observation satellite technology can make in this field."

In asking for the in-depth study, as recommended by the experts, the Assembly specified that the report should be submitted by June 1981 to the Preparatory Committee for the second special session on disarmament (to be held in 1982), so that the Assembly can take a decision on the matter at that special session.

Verification role

The French proposal was set forth by President Valery Giscard d'Estaing in his address to the special session on 25 May 1978, and was outlined in detail in a memorandum submitted by France.

The memorandum pointed out that surveillance satellites had attained a high level of precision in their observation capability and played an important role in verification of bilateral arms-control agreements of certain States and in the monitoring of some crises.

Technological progress in the field of earth observation satellites constituted a new development in the management of international affairs. The memorandum proposed that "within the framework of current disarmament efforts, this new monitoring method should be placed at the service of the international community".

Three stages

The French memorandum envisaged the establishment of an international satellite monitoring agency in three stages. In the first stage, the agency would analyze the data provided by countries which operate surveillance satellite systems. In the second stage, the agency would establish data-receiving stations directly linked to observation satellites of various nations. As a third stage, the agency would be provided with satellites of its own to supplement data made available by States and to minimize the demands imposed upon suppliers of data.

Seizure of spanish Embassy condemned

The UN Secretary-General is "deeply concerned to learn of the seizure of the Spanish Embassy in San Salvador on 5 February, involving the taking of several hostages, including the Ambassador."

"Regrettably, this is another example of an incident which involved the illegal taking of hostages and detention of diplomatic personnel in flagrant violation of long-standing international conventions which affirm the inviolability of diplomatic premises and the protection of diplomatic agents."

"The Secretary-General strongly condemns all such acts of terrorism and violations of international law," a UN Spokesman said.

Work programme of ECOSOC adopted

A two-day organisational session of the United Nations Economic and Social Council ECOSOC adopted programme of work for the Council for 1980-81 and approved a nine-point provisional agenda for the Sixth United Nations Congress on Prevention of Crime and Treatment of Offenders, which takes place this summer in Caracas, Venezuela.

The first regular session of the ECOSOC will begin in New York in April. Among items to be discussed will be human rights questions, Decade for Action Against Racism and Racial Discrimination, activities for advancement of women, and special economic and disaster relief assistance. Mr. Andreas Navrommatis of Cyprus was elected President of the Council for 1980.

Human rights working group meets

The Special Working Group of Human Rights Commission, meeting on the eve of the Commission's new session, agreed to text of six articles for inclusion in the draft convention against torture and other cruel, inhuman or degrading treatment or punishment.

The Group of Three countries, established under International Convention on Suppression and Punishment of the Crime of Apartheid, in report to the Commission, expressed concern that so far only 54 countries have become parties to the Convention. asked the Commission to call on others to do so.

Preparatory body for 1981 energy conference meets

Preparations have begun for the UN Conference on New and Renewable Sources of Energy which is to be held in Nairobi in August 1981. The Committee making arrangements for the Conference met recently.

The objective of the Conference will be to elaborate ways of promoting development and use of new and renewable sources as contribution to future overall energy needs, especially in developing countries. It will deal particularly with measures to speed up development in those nations.

The Conference will discuss such sources of energy as solar, geothermal and wind power, tidal power, wave power and thermal gradient of sea, biomass conversion, fuel wood, charcoal, peat, energy from draught animals, oil shales and tar sands.

Preparations begin for 1981 Indian Ocean meet

The Ad Hoc Committee on Indian Ocean met to begin preparations for the Conference next year in Colombo, Sri Lanka, as part of the on-going effort to turn the Indian Ocean into a zone of peace.

The meeting was the first at which all five Permanent Members of the Security council were present. The Committee Chairman, Mr. B. Fernando, said that a demilitarised Indian Ocean would constitute an innovative approach in the field of disarmament. He referred to "emerging tensions" and "potential dangers" in the region but said that this was no time to succumb to defeatism. Future security of the region was at stake.

BEST COPY AVAILABLE

TE-I

ICAO conference to consider major issues in international air transport

CURRENT issues in the regulation of international air transport services and the establishment of international fares and rates will be considered at the second Air Transport Conference organized by ICAO in Montreal from 12 to 28 February. Attending will be representatives from most of ICAO's 45 Contracting States, from non-contracting States and from invited international organisations.

The Conference will provide an opportunity for Governments to take current stock of the air transport market and to exchange views on such matters as regulation of capacity on international routes, policies regarding charter services and the establishment and enforcement of international fares and rates.

Existing policy

Existing policy positions range between those of the USA and some other States for a more liberal market and those of many governments who want a firmly regulated international market.

The Conference also comes at a time of increasing concern over the economic outlook for international airlines in the face of rising costs, particularly for fuel.

Current policies

Under the first Agenda item, the Conference will look into current policies concerning the operation of scheduled and non-scheduled international services including the regulation of capacity. The Conference will examine work carried out by a group of experts appointed after the first Air Transport Conference in April 1977.

This group studied a wide range of problems related to scheduled and non-scheduled air services which often compete in international markets while being governed by different regulator systems. The conclusions of the experts will be considered by the Conference in the light of recent developments.

Air fares

The second Agenda item of the Conference concerns the establishment and enforcement of international air fares and rates. The Conference will have before it the results of the work of another group of experts on tariff matters which has examined the processes by which scheduled passenger fares, freight rates and tariffs for non-scheduled air services are negotiated by carriers and approved by governments. Information collected from States on national practices and experience regarding enforcement of tariffs will also be presented to the Conference.

The purpose of the Conference is to seek ways of harmonizing policies of States concerning the regulation of international air transport, improving the machinery for the establishment of international fares and rates, and developing recommendations for further action by the ICAO Assembly which takes place in Montreal in September.

Development bodies sign declaration on environment

Commitment to take account of environmental factors in planning of economic and social development was signed in New York by representatives of nine organisations involved in development financing.

A declaration, drafted by the United Nations Environment Programme (UNEP), stresses importance of environmental considerations, and sets out co-operative measures which the signatories plan to take in order that environmental policies are implemented during the process of development.

UN Snippets

LAUNCHING an international appeal for support of a national literacy crusade in Nicaragua, the Director-General of UNESCO, Mr. Amadou Mahtar M'Bow, called on all governments and public and private institutions and "to all those who enjoy the benefits of education" to contribute financial and material resources to "those in Nicaragua who are endeavouring to take their future in hand."

• • •

PAKISTAN has acceded to the Convention on Road Signs and Signals, done at Vienna on 8 November 1968. So far, 21 states have expressed their consent to be bound by the Convention.

• • •

IRAN, Iraq, Kuwait, Oman, Qatar and Saudi Arabia have decided to establish a regional co-operative programme for the provision of marine meteorological services in the common sea and gulf area shared by them and have already signed a formal agreement to this effect.

• • •

Disarmament Committee . . .

(Contd. from page 1 col. 3)

arms control measures, including measures to keep the trade in arms within the regions at the lowest possible level, with due regard to appropriate requirements of security, stability, and regional balance.

New opportunities

In his message, the UN Secretary-General, Dr. Kurt Waldheim, recalled the recommendations of the General Assembly calling on the Committee to initiate constructive negotiations on a number of important questions.

Referring to the decision of China to take its seat, he said the participation for the first time of the five nuclear-weapon States in the negotiating body should open new opportunities for concrete progress in its work.

Nuclear test ban

"A comprehensive nunclear test ban with its direct bearing on the halting of the arms race and the strengthening of the non-proliferation regime, nuclear disarmament, the prohibition of all chemical and radiological weapons, effective arrangements for assuring non-nuclear-weapon States against the use and threat of use nuclear weapons—all these are subjects which need to be dealt with urgently for reducing the appalling threat to the human community inherent in the continual growth and diversification of weapons of mass destruction," he said.

"I have always considered a comprehensive programme of disarmament an essential component of the disarmament strategy. If the second special session of the General Assembly devoted to disarmament is able to adopt such a programme on the basis of the work done by your Committee and other relevant bodies, we will have made a significant step towards achieving our disarmament objectives," Dr. Waldheim said.

Printed at The Services Press, 40-A, Khan Market, New Delhi-110003.

BEST COPY AVAILABLE

THE WORLD WE SEE

How does a child view the world? A painting by Adriana Moisin (12 years) Romania. Photo UNESCO.

Areas of study: according to the speciality of the teacher
Themes: Limited and distorted perspectives of the world
Related UN work: increasing international understanding (periodicals of the UN and its related agencies)
Unit objectives:

- to become aware of the ethnocentricity of most teaching materials
- to explore how UN resources can be used to give an international dimension to various subject areas
- to become familiar with UN resources locally available

Components:

- establishing the situation through a questionnaire
- examining teaching materials to analyze what causes the situation
- choosing UN periodicals which can be used to improve the situation

Suggested time: 3 or more class periods
Tools: Periodicals of the UN and its related agencies

SUGGESTED PROCEDURES

Note: *We are all geographically and culturally limited. Information, impressions and attitudes about the contemporary world are derived from our particular experiences and from writers, journalists and travelers usually from our own or similar cultures. This situation can be examined and dealt with in many different ways. The example given in this unit purposely focuses on a very narrow area within a teacher's field of specialization.*

Part I. Are people's perceptions of the world narrow or distorted?

Design a device which can be used with students or student teachers to help them become aware of their perceptions and attitudes towards different parts of the world. You might use drawings or photographs in this booklet and ask "what do you think is happening in this picture? " "where is it? " and other questions; their answers will show them what they unconsciously feel. Or you could construct a questionnaire, such as the following example.

THE WORLD WE SEE
a sample questionnaire

1. After each word put the name or names of those continents with which you associate it (for example, if the word were "donkeys", you might write Europe and South America). If you do not associate the word with any continent, leave it blank.

strange	*speed*	*malnutrition*
cities	*wild animals*	*well-educated*
clean	*overpopulation*	*jungles*
civilization	*primitive*	*freedom*
disease	*spiritual*	*industry*
rural	*violence*	*culture*
science	*empires*	*illiterate*
peaceful	*technology*	*riches*
trade	*underdeveloped*	*materialistic*
restless	*artisans*	*racial discrimination*

2. List in order of preference the continents to which you would like to go.

What do people in different parts of the world value most?
Grade the following according to the priority you think each is given in your country and in countries in 5 different world areas (choose countries such as those shown). Use **a** to denote "highly important", **b** "important" and **c** "unimportant". For example, if the word were "sports", you might grade it **a** for all the countries.

Priority	(i.e. Zaire	Indonesia	Spain	Canada	Bolivia	Your country)
status						
honor						
wealth						
education						
good health						
pleasure						
the individual						
the community						

CONCLUSIONS

Test the device you have desighed by administering it to students, and, if possible, nationals of different countries. Analyze and discuss the answers you receive to find out if the persons questioned show

- uncertainty about cultures other than their own
- a tendency to use stereotypes, to consider their own culture superior or the norm.

Part II. What causes ethnocentrism?

In this part you might examine some aspect of your field of specialization to see whether it could contribute to limited or distorted views of different regions or cultures. For example, as this unit suggests, you could focus on several chapters in a textbook you frequently use.

UNESCO Textbook Projects Findings

As part of its work in improving international understanding, UNESCO during 1967 - 1969 carried out a pilot project for the critical review of history textbooks. Six secondary school world history textbooks published in three countries were examined by specialists from other parts of the world. In a later project from 1971 to 1974 there were multilateral consultations on secondary school history, geography and social studies textbooks involving specialists from the Federal Republic of Germany, France, India, Japan, Kenya, the United Kingdom and Venezuela. Some findings from the reports follow:

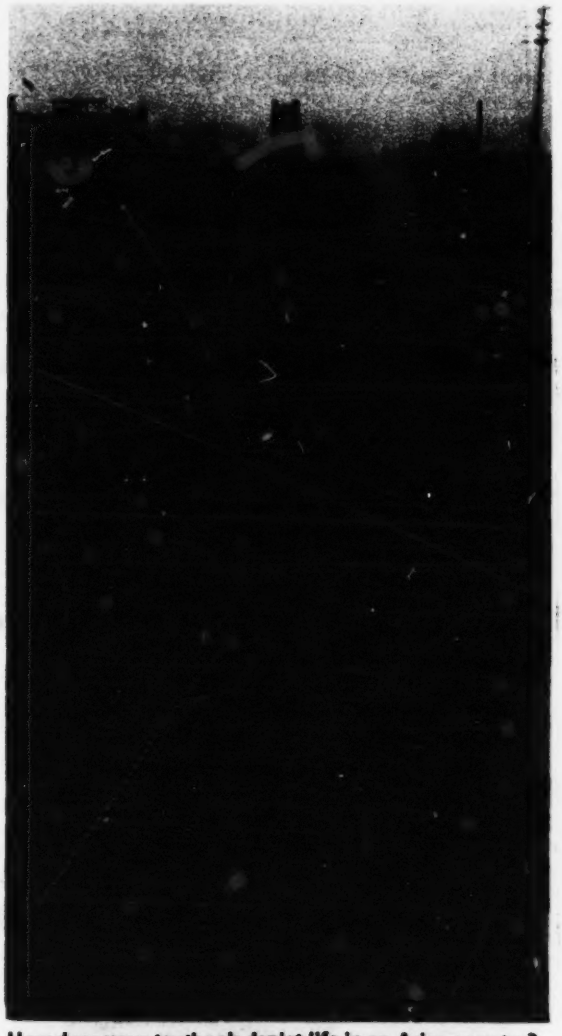
The merits of most of the history textbooks examined were that they "endeavored to broaden the coverage of world history...(and) emphasize the evolution of peoples in a world perspective".

The defects common to all were that

- they were "**Europe-centred** and the descriptions of various civilizations in Asia and Africa (was)...**inadequate**" (i.e. "at least three quarters of the space in each of the books, if not more in some, is devoted to Europe and America; the sections on Asia are largely in the form of appendages to the main story of the evolutions of the West")
- the textbooks contained **inaccuracies** and **out-of-date** information and showed a **lack of objectivity** (i.e. "where bibliographies are included they refer only to European and American historians writing on India and never to Indian historians writing on their own history..therefore, the assumptions are all European assumptions both about concepts, such as democracy, civilization, etc. as well as about India...")
- there were **stereotypes** and **oversimplification** (i.e. "the passages on India have been written in a language which merely confirms the popular European notion of India as ...some kind of fairyland with strange unworldly phenomena"; ..."sweeping statements about 'national character' and 'national culture' ") *

Your Own Findings

Assume you are a specialist from another country who has been asked to assess how effectively local teaching materials develop international understanding. Examine a textbook in your field of specialization. Does it have any of the merits or defects cited in the UNESCO reports? Does it show an ethnocentric or an international viewpoint? To address these questions, review such aspects of the textbook as: assumptions; presentations; space given to international matters; terms, examples, writers and sources used.



How does your textbook depict life in an Asian country?
United Nations photo taken in Bangkok, Thailand

Part III. What can be done to improve the situation?

How would you propose to widen the view point and strengthen the international dimension of materials in your field of specialization?

As one possible course of action, you could investigate the local sources for materials published by the United Nations and its related agencies (see Resources and Sources in the Appendix). If possible, look over periodicals relating to your field of specialization. From the materials available choose 3 to 5 readings and/or illustrations which could be used in conjunction with your textbook to broaden or enrich the subject and more accurately reflect the world today. Explain your choices and how you would use them.

Following are examples from two periodicals which could be used in courses on comparative education or area studies:

* Quotations from "Report of the Experimental Project for the International Exchange and Review of History Textbooks" ED/WS/177, UNESCO.

EXAMPLES OF EARLY CHILDHOOD EDUCATION

1) In Asia

Excerpts from "Third World Choices For Their Children", an article by Victor Anant in **UNICEF News 102/79/4**

All the abiding influences of my life (I now realize) belong to my childhood. I was one of an extended family of about twenty children, several uncles and aunts, three grandparents who were then alive, sharing an ancestral home in a traditional, agricultural village in Kerala, South India.

Those early years were earth-bound, shaped by love, a sense of godliness, respect for our elders and trust in our whole cycle of relationships. It was a complete environment, self-contained. We bathed in the river, ate off banana leaves, walked to school, climbed mango trees, played games with pieces of string and dice, and rang the temple bells. Grandmother healed our bruises with tumeric paste, cured an earache with a few drops of sesame oil warmed with cloves and pepper.

Learning from life around us

This early education was considered the foundation of our "learning". We were allowed to learn, we were taught through the medium of things around us. There were no short cuts. A specific example of this is the way in which I learned to read and write.

My initiation into the alphabet was a huge village celebration. In the sand courtyard, rice was heaped, mixed with colourful petals. My hand was guided to draw the first letter. Everyone clapped, then we feasted. The next stage was learning to read the scriptures engraved on dried coconut leaves. After which I got my first slate, on which I could write and draw and learn simple sums. Naturally, I stumbled, as most children do, made more mistakes than advances. The important "content of learning" was that mistakes were easily wiped off with a damp cloth. Nobody laughed, there were no scars left on the surface of my educational activity.

In the same way, we were taught that everything had its use, nothing was wasted. Modernizers often refer to the "dung culture" of Indian villages. This dung, however, was not so much sacred as it was simply the cheapest and most easily available natural resource which had a variety of everyday uses. It was used to wash

WHO photo by P.A. Pittet

the floor—because it has the quality of a natural disinfectant. It was gathered as manure for our vegetables—direct evidence of what is now fashionably called "re-cycling". Dung was dried and used for fuel. The peasants used it to stop leaks in their thatched huts.

Awakening into reality

There are positive, and profoundly lasting, lessons to be drawn from the first-hand experiences of four or five years of early childhood in a rural environment, slowly absorbing the rhythms and tempo of the world around us. Childhood should and can be a gentle awakening into reality. A Third World child becomes aware, gradually, of a whole community of shared experiences—not just an immediate family web. Several generations participate in the pleasures of its own growth.

Almost by instinct a rural child in a traditional family acquires a natural perception of the scale, depth, diversity, and limits of growth. Everything is interlinked. Is there, then, no need to change? I believe that the most menacing and misused instrument of change advocated by modernizers is a uniform, universal sense of time. Certainly alarm clocks at home and radio bleeps of time-signals, the high-pitched shrieks of police sirens in city tenements, and the eternal din of television and other pleasure-machines intrude into childhood consciousness. These are acts of violence inflicted by adults on tender human beings whose senses should be allowed to grow slowly. As I grew up, my father taught me to measure time by my own lengthening shadow. Only after I learned to do that did he give my first wristwatch.

2) In Africa Excerpts from an interview with the Director-General of UNESCO (Unesco Features No. 672/673)

(Mr. M'Bow was born 20 March 1921 in Dakar, capital of Senegal, then a French colony.)

My father was both a farmer and craftsman and supported a large family, living in the communal fashion of traditional African society. The idea of money did not exist in that society and wealth was measured in livestock.

My father only had three children himself, but we lived with the children of his brothers and sisters in the traditional manner and we all regarded each other as belonging to the same family. Being the eldest, my father was entirely responsible for the extended family. (His mother died when he was 12. It was his first experience of death.)

I suffered a great deal, but kept it to myself. In traditional African society, one is taught to practice self-control, to accept pain and suffering without showing it.

Being the eldest, I had to set an example. When I was working in the fields, and happened to feel faint, my grandmother would whisper in my ear: "Remember you're the eldest." Whatever happened, I had to keep going because I had the greatest responsibility. No weakness was permitted. It was an education in endurance and willpower, and also in responsibility.

In traditional African societies, education is closely linked to the environment in which one lives and based on the cultural, social and ethical values of the community. There is no separation between the acquisition of knowledge, social and moral training and the experience gained through work.
(From the age of three or four, the African child begins to help on the farm.)

I worked on the land at home like all the children of the Sahel. I sowed, I tilled, I harvested, I took the animals to graze - and did this until I was 15.

While I never really knew hunger, I did experience shortages, especially during periods of drought like the one the Sahel is living through today. The great famine of 1928, 1929 and 1930 was terrible. I was eight or nine at the time and I saw many children of my age die of hunger.

My father wanted us to remain Africans, rooted in our cultural and social identity. But he felt if a sense of our own identity was important, it was also important to identify with the world.

How these readings and illustrations might be used:
Students might discuss such questions as

- how out-of-school learning in traditional societies can help prepare young people to contribute to their countries or to the international community
- how the content and methods in such traditional learning might be used to improve in-school education

OTHER IDEAS

The topic of this unit could be approached in many different ways.

UN resources in other curriculum areas

An international dimension can be given to any subject, however little connection it may seem to have with world affairs. This book illustrates some of the possibilities in different areas of study and various grade levels. A **mathematics** class can use UN statistics on population, food and energy needs, etc. A **science** course might include contributions towards new discoveries by scientists from different countries and their co-operative research and experiments under such programmes as UNESCO's "Man and the Biosphere".

Language classes can use UN documents and periodicals in almost any language they might be studying. This does more than give students practice. It helps them to realize that language is a tool for interchange of ideas and experiences among people. They can also see that a knowledge of different languages opens up vast areas of the world today and can lead to interesting international careers.

Students studying and practicing **the arts** can benefit greatly from UNESCO's resources in the field of culture. They can discover what is being done to reveal little-known periods and artists in every area of the world and to preserve archeological treasures. This will help them to understand the arts as a vital expression of their own and other societies.

UNESCO, WHO, UNICEF and other UN organizations are concerned with **sports and physical education**. These classes might explore such topics as discrimination in sports because of race or sex in different parts of the world.

Other UN resources

This unit has cited periodicals because they are usually the resources most readily available, up-to-date and easily used in class. Other types of excellent audio-visual materials are also produced by the information services of the different branches of the UN system. Particularly vivid are their posters, slides, films, radio programmes and even stamps. All these give realistic pictures of life today in various parts of the world. Some focus on different world areas (i.e. Unesco's **Geography Source Book on Africa**) and others, such as the **UN Day Student Leaflets**, deal with the environment, human rights, peace, development or other world concerns. The range of such resources is indicated by the readings and illustrations in this book; all but 3 are from the publications or photolibraries of the UN and its related agencies. For more details about UN teaching Resources and Sources, see Appendix A.

Extending the themes

News media might also be examined. Students could analyze the sources of news, the nationality of writers, the amount of space or time given to national and international items, the choice of topics and other aspects of the media which can shape people's ideas of the world*.

Some teachers may wish to explore more deeply other projects through which a pair or group of countries have corrected distortions in the ways their countries are presented in each others' history textbooks.

Another related theme is how a person's values and behaviour may appear to someone from a different culture. Examples can be found in many UN publications. Particularly useful are the **UN Chronicle** summaries of the General Assembly debates and UN materials dealing with aging, the role of women, energy, etc.

* for further development of this idea, see III-C.

COMMENTS

Learning FROM the UN

In this unit you have investigated other uses for UN materials besides those of teaching about the United Nations. You have glimpsed their variety and the possibilities they offer for enriching almost any topic. You have seen how easily they can provide unbiased, current information written by people in different world areas. But this is not all.

Besides increasing inter-cultural understanding, the United Nations offers a unique world view of any topic. It receives a constant flow of information from all parts of the globe and produces studies and reports on every conceivable subject. These in turn are transformed into public information materials, adaptable for school use.

This world view is distinct from the multi-cultural or multi-national ideas generated in study about different countries. In the story of the blind men and the elephant, each man touched a part of the animal. But an elephant is more than the sum of its parts. So too, the world cannot be fully understood through studying a country here and there; it must be comprehended in its entirety.

Beyond the material, the United Nations itself is a teaching resource. From its goals and work students can develop understandings needed for living in an international community: respect for diversity, a sense of the one-ness of all human beings and a commitment to co-operating for the good of the world as a whole.

A World View...

Section I: Lower Primary
Kindergarten - Grade 3 Ages 5-9

WE, THE PEOPLES

Synopsis

School is often a child's first experience with the world beyond the home and neighborhood. Consequently it is essential that participation in this larger group be pleasant and reassuring. So it is with a child's welcome into the family of humankind - the subject of this section.

General goals

The section focuses on people - our unity and our diversity. The units try to make real to pupils the unseen multitudes who share the earth Through music, art, dance and a celebration the children learn to welcome what is new and strange and to feel a sense of one-ness with the world's people.

The ideas of empathy and solidarity are also, of course, bases of the United Nations and will be extended in later sections. In this, however, the UN is shown mainly as being concerned about people's well-being.

Units

A. **Our Home, the Earth.** A simple explanation and a globe are used to introduce the idea of one earth and one people.

B **We Are Alike.** Through lullabies children discover that families all over the world share the same feelings and concerns.

C. **We Are Different.** Clothing, puppets and drawings show how diverse and creative people can be.

D. **We Share Fairly.** This unit is about several kinds of sharing in the home community and among the world's people. Through dance and classroom practices pupils learn that everyone has the right to a fair share.

E. **We Are One.** The themes and activities of the previous units are brought together in a final UN Day celebration. Pupils explore messages and how these help people to express diversity and solidarity.

Seven-year old Jitka Senikova painted this card in appreciation of the supplies sent by UNICEF to her village in Czechoslovakia after World War II. Her teacher sent it to UNICEF and in 1949 it became UNICEF's first greeting card. Unicef News 94/77/4.

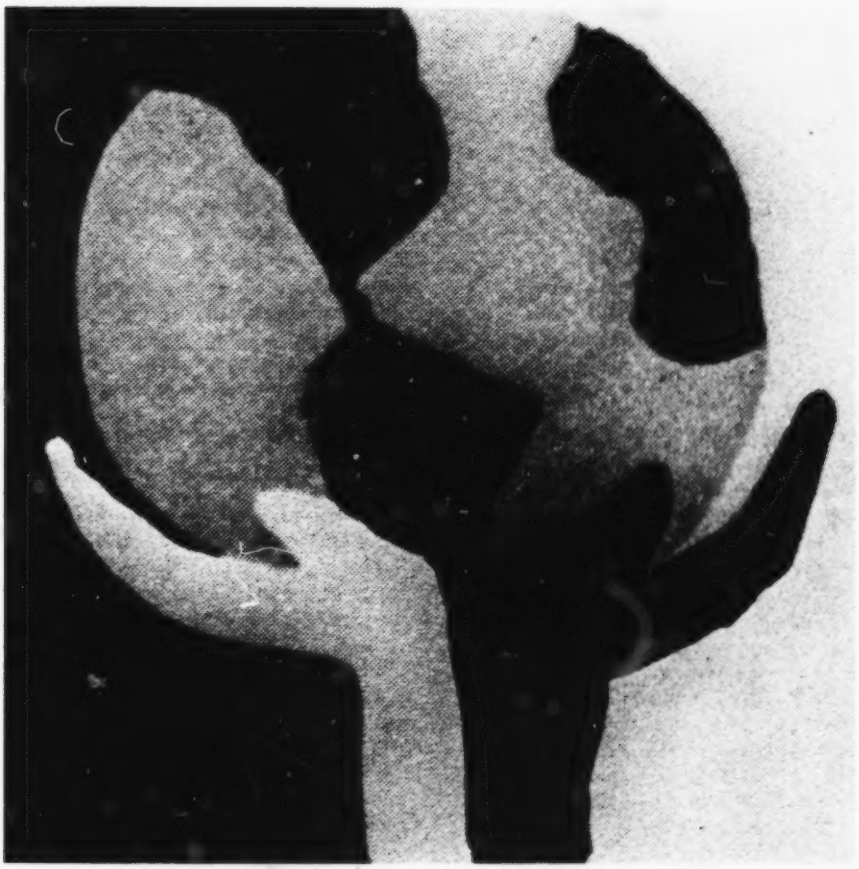
OUR HOME : THE EARTH

Areas of study: Geography, civics, social studies, art
Themes: The earth and people
Related UN function: the United Nations as a manifestation of people's one-ness
Unit objectives: This unit introduces the following ideas:
- the earth is a single entity
- human beings are a single species
- through the United Nations people work together to make the world better
- each person is a part of the United Nations

Components:
- explanation
- optional globe activity

Suggested time: 1 class period

Tools: 1) a simple globe, showing only water and land with green fertile areas and yellow unproductive areas (if you do not have such a globe, it is easy to make one of clay or papier mache or to paint a ball; do **not** use a world map or a globe with nations indicated in different colors); 2) a slide or photo of the earth from space.



Unesco Associated Schools Circular No. 25

Earth rise from the moon

NASA,UN photo library

SUGGESTED PROCEDURES

Many teachers feel that the idea of a world community should be introduced at the earliest possible moment in a child's school experience. This allows children to see the world as a whole and to feel part of the human family **before** they start learning about diverse lands and cultures. Therefore, rather than proceeding outward from the family and local community, this unit begins in the first months of school with the earth and people (see "Comments" at the end of the unit).

Being careful always to use **"we"** and **"our** home the earth", you might use an explanation something like this:

"What do you see when you look up at the sky? (birds? clouds?) Higher still. (the sun) Yes. It does't look very big because it's very, very far away. What do you see if you look at the sky at night? (stars? the moon?) To us the moon looks as big as the sun but it is really much smaller. It looks big because it is quite close to us.

"Now imagine that you are standing on the moon and looking up at the sky. What would you see? (sun? stars?) You would also see something you hadn't seen before." (show a slide or picture of the earth from space.) *"It is a globe or planet bigger than the moon. How else is it different from the moon? There are clouds and the blue is water, lots of water. And there is land of different colors. There is something else that is different from the moon but it can't be seen. This planet is the home of people. We are too tiny to be seen from so very far away. We live on this planet mostly in the green areas where there are growing things to eat. A few of us have also found ways to live in places which are mostly rocks and sand or where it is so cold the ground is always white with snow. Turning, tipping, our earth is carrying us slowly around and around the sun.*

"You may think we live too far apart on the earth to have many contacts with one another but we do. We send goods and letters back and forth and some of us travel. And all of us belong to the United Nations. Through the UN people work together to make the world better. We even have a meeting place, United Nations Headquarters, where plans can be made. And once a year we all have a birthday celebration - United Nations Day - to remind us that we are one people."

EXTENDING THE UNIT

This unit is intended to lead into other units in this section. You may also want to explore further some of the elements.

The earth. You could re-inforce the idea of the world as a single system by showing how weather patterns and ocean currents travel around the earth. For more active involvement, the class could work together to make a really large globe, indicating roughly areas of fertile and unproductive land and perhaps moulding a few of the largest mountain ranges. As the year progresses and other topics are studied, more details can be added. Eventually the class could identify continents and add dots for the boundaries of nations.

The local community as part of the world. After the ideas of "we the people" and "our home the earth" have been well established, you can help the pupils find on the globe the place where they live. They might note whether this is in a green or yellow area and discuss what this means in terms of food, clothing and housing.

United Nations. When mentioning the United Nations, you may want to show pictures of the UN flag and Headquarters. Here, though, it is important to make clear that the building is merely the place for planning. The class should not be diverted from the idea that all people are part of the UN whose work is world-wide.

COMMENTS
The Concentric Approach and International Education

From the near to the far-off. Your school may be one that has adopted the concentric circles approach. If education is to be linked to children's life experience, then certainly there are good reasons for beginning with the family and local community and proceeding gradually outward to the home country and then other countries of the world. Many teachers, however, have found that this approach contains unexpected hazards.

By beginning with the near and moving towards the far, many pupils have developed values and attitudes directly counter to the goals of international education. Instead of being seen as a single planet, the earth seems to be divided between "our" country and the "outside" world. There are two kinds of human beings: "we" normal people and "those foreigners" who live strange lives in remote lands. Of course, in teaching about people in "other" countries, we usually insist that they are really "like us" even though "they" look "different". Disclaimers put this way give children the impression that there are differences that adults want to ignore.

The problem here is not just that we have made it hard for children to feel one-ness with fellow human beings; we have also given them the unfortunate sense that they are at the center of the world and that local concerns are of primary importance. We may have said that "others are as good as we are" but we have actually encouraged egocentricity and ethnocentrism.

From the family group to the world community. What happens if we use concentric circles but give a different emphasis - if we focus this time on social structures and people's participation in larger and larger groups? Educators who do this begin as usual with the family but this time they include families in several parts of the world, as well as in the home community. Differences in clothing and housing are seen as examples of human beings' ability to find clever ways to live in various climates and environments. The same world dimension is used in dealing with larger social groups. Children learn to see their family as one of many families and their nation as one of many worthy countries in the community of nations. They are encouraged to feel part of the human family and to become aware of their responsibilities as participants in widening circles of people. And all these ideas, which are basic to the UN Charter, help them to understand the work of the United Nations.

BEST COPY AVAILABLE

"My life in the year 2000"

HU Xiaozhou (7 years), People's Republic of China

1979
International Year
of the Child

Declaration of the rights of the child

The Declaration was adopted by the General Assembly of the United Nations on 20 November 1959.
Written out for the Unesco Courier by David Brabyn, aged 7

1 The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

2 The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

3 The child shall be entitled from his birth to a name and a nationality.

4 The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

5 The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

BEST COPY AVAILABLE

6 The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

7 The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.
The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.
The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

8 The child shall in all circumstances be among the first to receive protection and relief.

9 The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.
The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

10 The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

BEST COPY AVAILABLE

WE ARE ALIKE

Areas of study: Music, social studies, civics
Themes: Commonality of the world's people
Related UN work: concern for peoples' well being (Universal Declaration of the Rights of the Child)
Unit objectives: pupils will
- discover that families all over the world share similar emotions, needs and hopes
- extend the love and warmth they feel in their own homes towards other members of the human family
- associate this concern with the United Nations' work for children

Components:
- lullabies from the pupils' babyhood
- lullabies and families in different parts of the earth
- example of UN concern for children

Suggested time: 1 or 2 class periods
Tools: lullaby music from different world areas; large photographs or slides of babies with their families in various parts of the earth. (Optional: Declaration of the Rights of the Child)

UN photo

BEST COPY AVAILABLE

SUGGESTED PROCEDURES

Part I: Evoking babyhood

Note to the teacher:

Although children cannot remember incidents from the earliest years of their lives, you can help them to evoke feelings associated with babyhood. For this try to choose rest period or some other time when the children are relaxed and far enough apart so that they do not interfere with one another's movements or consciousness.

If you have time, it is better to have no break between Parts I and II. Should this not be possible, then try to re-establish the mood evoked in I before beginning II.

Ask the children to close their eyes and think about being a baby. Speaking slowly and quietly, you might say, "You are very small. Everything around you is indistinct and blurred. Someone big is caring for you... bathing you...feeding you...holding you snug and warm... singing and rocking you to sleep." Sing or play softly some lullaby the children might know; ask them to rock gently to the music. "Without opening your eyes, tell us what the music makes you feel." Trying not to break the mood, call on several children in turn. The answers should include words like "safe", "cozy", "sleepy" and that the parents are near and loving.

You might ask "Do you think families everywhere love their babies and sing them to sleep?" Using the original words (not translations) and emphasizing their sleepy sounds, sing lullabies from two or three distant world areas. "What does the music tell the baby? What do the word sounds make the baby feel?"

Show a few pictures or slides of babies with their families (chosen to represent various races and geographical zones in the world). You might indicate on the globe where these families live but do not comment on their diverse characteristics. Continue singing and talking with the class about how the music, the words and the pictures all show the closeness of families.

Nenna, Nenna

Egyptian

Hauntingly slow
REFRAIN
Nen - na nen - na nen - na ho nen - na
Guitar
VERSE
nen-na nam nen - na dee ha - bee - ba wa - na — a hib - ba -
ha wa - hib - ba nal - lee — yihib - ba - ha. Nen - na

Sleep, my baby, close your eyes.
Sleep, my baby, sleep well.
Mine own adored whom I do love,
I even love all who love you;
I also love the deep red rose,
Because your cheeks are of its hue.

God bless you, dear, in slumber sweet,
Those pigeons two your meal will be.
O do not fear, you gentle pair,
Never will I harm the pigeons fair.

Sleep, baby mine, God watches near.
Two crickets small I'll bring for you.
O fear no harm, you crickets small,
My baby sleeps, as you sing nearby.

O dear beloved, my own sweet child,
Never will I let you wander far.
And when you marry, I'll be near
For life without you holds no joy.

Egyptian Folk Songs
by Baheega Sidky Rasheed.
Cairo, Egypt, Elias' Modern Press 1958.

Sleepy Words from Lullabies

Lu lu, lu lai	*Poland*	Dodo, dodo	*Belgium,France,Haiti*	Bayu bayushki bayu	*USSR*
A-ya ya	*Trinidad*	Lalo, loli	*Pakistan*	Yee, le-le	*Burma*
Bissam, bissam	*Norway*	Ma ma ma	*USA (Yuma Indian)*	Yo yo yo yo	*South Africa (Bantu)*
Cha-chang, cha-chang	*Korea*	Ninni ninni	*Tunisia*		

Part II. Children's common needs

"Do children everywhere need care and love when they are growing up? Yes, everyone agrees. Representatives of people all over the world met at United Nations Headquarters and decided that all children should be helped to grow and develop. What do children need besides love and care? " The class can list food, clothing, housing, health care and other basics but it should also include non-material needs such as education, being treated with dignity and having people believe in them (These ideas are in the Universal Declaration of the Rights of the Child but lower grades will find the text itself too complicated to study).

"To help all children to have a fair chance to grow and develop, people work together through the United Nations. Have you heard of UNICEF? This is the part of the UN that is particularly concerned with children, but other parts help too."

EXTENDING THE UNIT

Depending on the time available and the interest of the pupils, you may amplify elements in the unit and link it with other units in this section.

The class can participate in creating lullabies of their own. For example, they could think up words to go with the music in the example given here or they could put to music some of the lullaby words shown.

Instead of focusing solely on children's feelings, you may also help them to become aware of the love that parents feel and how caring for babies increases their feelings of closeness. Children may recognize that this is the same tenderness that they feel when caring for their pets or dolls.

The custom of rocking babies to sleep is worldwide but different means are used in different places. Children can investigate hammocks, cradles, baskets hung from doorways or tree limbs and other ingenious ideas appropriate to various climates and environments.

Perhaps the pupils remember some of the activities that took place all over the world during International Year of the Child. You might ask your pupils to draw pictures of the lives they hope their children will have and then compare these with IYC drawings on "My Life in the Year 2000" (several selections are shown in this Collection).

Older classes could illustrate or paraphrase parts

United Nations/Photo by Supachai Na Pombejr

UN photo

of the Declaration of the Rights of the Child as children do in the UN film WHAT RIGHT HAS A CHILD. Excerpts: "everybody should have food and love and drinks. That's what I think...People are all people; it really doesn't matter what religion they are or what color...Well, if you had a mommy, she would help you and then, when you grow up, you would be a very good lady or a man..."

COMMENTS

Concern

This unit which appears so simple actually deals with a basic element in human relations - the idea of "concern". For people to participate in a community, whether at the family, local, national or world level, they cannot be indifferent; they need to "care". Sometimes this can mean "caring about" the community and the people in it. Or it can lead to "taking care of" others when needed.

By the time children reach kindergarten or first grade, family life will have taught them "caring about" and "caring for". The challenge to the school is to help them extend this sense of concern so it encompasses not only people in their own community and nation but also fellow members of the human family. This can develop first of all within the primary school classroom where the teacher's guidance, example, and attitudes towards people are all-important.

In dealing with this key concept, however, we are treading on delicate ground. We want children to "care" to develop positive feelings towards far-off people and towards the UN family of organizations. At the same time we must guard against misconceptions and unrealistic expectations. For example, often children receive the impression that everyone is obliged to love one another, whereas they should understand that, in order to live together harmoniously, people need to respect and be concerned about each other.

Other misconceptions can arise from the word "care" and from this unit's focus on babyhood. Both evoke "dependence", an idea contrary to the goals of education and of the United Nations itself. Although primary pupils may welcome the thought that the UN is benevolent and concerned, they should never see it as a paternalistic organization which will take care of everything and everybody.

WE ARE DIFFERENT

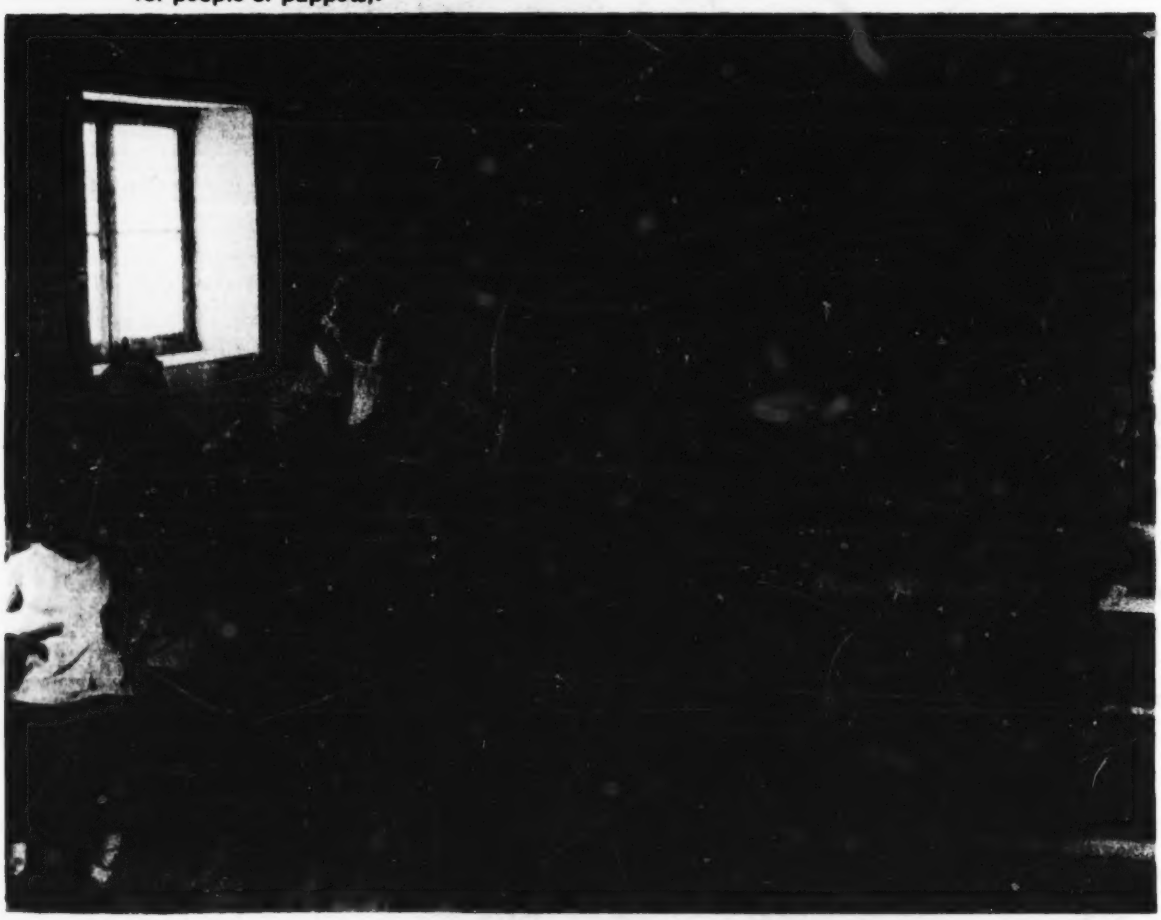
Areas of study: Art, civics, other cultures, language
Themes: Diversity and creativity
Related UN work: encouraging individual development (UNESCO)
Unit objectives: pupils learn that

- each individual is unique and special
- people have worked out different ways of living in different environments
- differences do not mean that some people are strange, fearsome, or inferior to others; rather, differences make the world richer and enable us to learn from one another
- education helps us to develop our particular capabilities

Unit components:

- clothing for different environments and functions (photographs of school groups)
- clothing to express individuality and worth (puppets)
- conclusions about diversity and education

Time suggested: 3 or 4 class periods
Tools: Pictures shown in this and other units (optional: clothing materials for people or puppets).



A classroom in Chile

UN photo

SUGGESTED PROCEDURES

Note to the teacher: *This unit should be especially colorful and lively. Actual objects - materials of rich colors and textures, puppets, dolls, hats or simple ornaments - will be more effective than photographs or even slides. Be sure that the children do* **not** *refer to the clothes people wear in different parts of the world as "costumes"; this term should refer only to clothing for make-believe. Using it can lead to the idea that "we" wear "clothing" and "they" wear "costumes", thus implying that the local way is right, natural and even superior.*

Part I. Introducing the reasons for differences in clothing

(An exercise) Show the pictures in this unit and ask the pupils about the clothing people are wearing. (Some may call them "funny" or "foreign". This will enable you in Part II to show that people have very sensible reasons for different ways of doing things.)

They should then suggest which of the following statements belong with which picture and explain their choices (note: several statements can apply to one picture and one statement can apply to several pictures).

- It's hot here now.
- We like our school.
- Festivals are fun.
- I am a doctor.
- Each of us is special.
- I am a goddess.
- This can be a very cold place to live.

UN photo

School groups in Indonesia and Cuba.

Unicef/J. Danois

Part II. Clothing for different environments

Using the above pictures, others in this Collection that seem suitable, or slides of people in different environments, discuss what kinds of clothing people choose for various kinds of weather and why. For example, some children will be surprised to find that in many very hot, sunny and dry places, people wear white, loose clothing which protects them from the sun, casts a cool shadow and creates a movement of air next to the skin (See III-G).They can compare this with the colors, textures and shapes of clothing they themselves wear when it is hot.

Part III. Clothing for different functions

The pictures in this book can also be used to help children to explore why people wear different kinds of clothing for different jobs. Some questions may be raised about articles of clothing they are familiar with, such as the reasons for headgear used in construction work or farming or why people wear uniforms.

Part IV. Clothing to express individuality and worth

Most people try to tell something about themselves by their clothing. Ask the pupils to pretend that they are preparing to visit another country. Their clothing will tell people there something about themselves and their country. What clothing will they choose to wear and why?

Part V. Concluding exercise

Devise a creative and imaginative exercise which requires your pupils to select clothing according to climate, function and individual expression. The following is an example of what might be done:

Ask each pupil to dress a puppet in the clothing she or he would wear to a celebration on a very cold evening if each had the choice of any clothing in the world. Explain that they can dress as themselves, other people, or make-believe persons, such as mythical heroes, spirits in a magic story, animals, etc.

In conclusion, the exercise can be used to elicit some general ideas about people's diversity. You could do this by questions such as these:

- do schools want pupils to become all alike?
- or to develop their own special capabilities?
- does it help a class if the pupils have many different ideas and skills?
- how do differences in people help a local community? the world community?

OTHER IDEAS

More about clothing

You or your pupils may find clothing a fascinating subject and wish to extend the time spent on it. The class might develop the puppet project further by dramatizing a tale or an actual happening which shows the value of diversity in a group. The costumes could be made to show the character of each player. For example, the class might discuss such questions as how would the clothes show vanity? what does it mean when someone dresses messily? in subdued colors? why might people wear jewelry? You could also explore the different textures and materials and how and where they are made. Some may be interested in comparing women's and men's clothing in different times and places.

Other differences

The early primary has been found to be an excellent time for beginning the study of language. Certainly, children can learn how a word such as "United Nations" is pronounced and written in different cultures.

الأمم المتحدة

联合国

UNITED NATIONS

NATIONS UNIES

ОБЪЕДИНЕННЫЕ НАЦИИ

NACIONES UNIDAS

This is the correct spelling of "United Nations" in six languages in capital letters.

You may wish to extend the idea that people are different not only in language, looks and clothing but also inside each is unique. Names are one way to show this. In some cultures people have four names: one that commemorates when they were born, a family name, a public name which is given later to describe their personalities after they have developed, and a secret name. Your pupils might like to try renaming themselves in these ways. They could also paint a picture of the "inside me".

Schools around the world

In the last unit children developed a sense of families in many parts of the world. Here you may wish to do the same thing with schools. Both UNESCO and UNICEF are concerned with improving education and their periodicals show many pictures and drawings (some are in this booklet) which can help distant schools to become real to your pupils. This will also give the class a chance to discuss education - how it helps people to live in groups and at the same time to develop in their own special ways.

Diversity and the United Nations

One of the great riches of the United Nations is the diversity of its members. This diversity is encouraged by the UN's programmes which help each country to develop in its own way. If you wish to re-inforce this idea, you could simplify and use some of the units in other sections, such as the one devoted to self-reliance (III-D) or equal dignity and rights (II-B).

COMMENTS

Wonder and Creativity

As one of the goals of education, many educators speak of the need "to maintain a child's sense of wonder, to stimulate and broaden his interest in the world around him"*. Indeed, early life is filled with wonders. There are the natural miracles: the shapes of leaves and shells - each one different, seeds cradled in a pod, the wind, the rain. Some wonders are made by humans: dolls which fit inside one another, magic tricks, tools and machines...Schools need only to build on these wonders.

This unit focuses on human diversity - people's uniqueness and remarkable creativity. Later in the booklet comes another wonder - people's ability to co-operate and their daring in trying to do this on a world scale.

In this kind of education, the school's approach to learning is vital. The "3 Rs" can be thought of as tools for exploration - not as ends in themselves. Information given need never be treated as finite and immutable. Children can be given constant opportunities to inquire and create.

Recently a science class sat making pinwheels of colored paper. The teacher explained why the shape would make the wheel move. Suddenly a child jumped up and pointed his pinwheel out the window. The wind caught the wheel and it began to spin, its colors whirling in the sunlight...Was the child reprimanded for leaving his place and his pinwheel confiscated? Or was he praised?

Whether a school increases or diminishes a child's sense of wonder and creativity depends greatly on you - your feelings about teaching, about the subject matter and about the children you teach. If you delight in exploration and each child's development, then you will pass these feelings on to your pupils.

It is in this spirit - this "celebration of life" - the belief that the world is full of wonders and that the United Nations is one of them - that the units in this booklet have been created.

*Report of IPAR-Buea Seminar, Cameroon, 2 - 6 July,1979 . SIDA Information Division

This illustration for an African folk-tale, "Children of the Forest", was drawn by the Sudanese artist Abdulahi Mohd Eltaieb. It won a prize in the "Noma Concours for Children's Picture Book Illustrations '78", a competition organized by the Asian Cultural Centre for Unesco.

WE SHARE FAIRLY

Areas of study: Dance, music, arithmetic, civics, health instruction, other cultures
Themes: Equality and sharing
Related UN function: sharing among the world's people (World Health Organization - WHO; UN Children's Fund - UNICEF)
Unit objectives: Children learn that
- each person in a group has a right to a fair share
- people share not only objects but also ideas, knowledge, skills and experiences
- sharing can bring pleasure

Unit components:
- classroom behaviour
- dance
- health care in different countries (photographs)

Suggested time: 1 or 2 class periods
Tools: Illustrations shown below

SUGGESTED PROCEDURES

This unit explores ways that you might re-inforce your teaching about equality and sharing in the classroom by adding international examples.

What do you do in the classroom?

Everyone should have a chance. At first at home and then in the life at school children learn about taking turns and sharing food and belongings. By rotating class jobs, calling on each pupil to recite and in many other ways, you show that everyone should have a fair chance. "Telling time" in many schools enables children to share their experiences. They also learn that ideas, knowledge and skills can be shared.

How might you add international examples?

People like to share. In China a dance is used to teach group co-operation. First each child colors the drawing of an apple (or some other simple object); all the apples are the same size except one which is smaller than the rest. The drawings are placed in a pile with that of a smaller apple the second from the bottom. The music begins and all the children dance. With each refrain, the lead dancer hands one of the drawings to a child. When she comes to the last child, she has two drawings left: the smaller apple and one the same size as the rest. She starts to give the child the smaller one, hesitates, changes her mind, gives the larger one and keeps the smaller one for herself. The music and dancing become very animated to show that greater pleasure can be gained from giving than from receiving.

Perhaps your pupils might try out different endings to the dance, such as having the dancers give pieces of their apples so as to make the smaller apple equal in size. Older children might even think of ways that a tree with smaller fruit could be made to yield bigger apples.

People share ideas, knowledge and skills as well as material things. In the different subjects of study, your pupils will be able to find many examples of the ways that people in faraway places share with one another.

Your health class, for example, could study how UN agencies help people to share knowledge about nutrition and new medical skills.

Through WHO (the World Health Organization) and UNICEF (the United Nations Children's Fund) countries are working for "Health for all by the Year 2000" *(how old will the pupils be then?)*. Of course, they don't expect that sickness will disappear or that by then there will be enough hospitals and doctors.

They **do** believe that each person should be able to have a fair share of "primary health care" regardless of where he or she lives.

"Primary health care" can help people to learn good health habits and ways to prevent sickness:

1. **Cleanliness** (washing hands before eating, drinking clean water, sanitation...)

Children in Thai village learn how to care for teeth. WHO Photo/A.S. Kochar.

2. **Nutritious food** (especially for mothers and children)

3. **Immunization.** There are medicines now which can prevent six important childhood diseases: diptheria, whooping cough, tetanus, measles, poliomyelitis and tuberculosis.

4. **Health care.** People can learn how to treat sickness at home. Cases of diarrhoea, for instance, can be treated promptly with frequent small drinks of a formula recommended by WHO: 3.5. grams table salt, 2.5 grams baking soda, 1.5 grams potassium chloride and 20.0 grams glucose dissolved in 1 litre potable water.

A "flying doctor" in the USSR takes a herdsman to the hospital. WHO photo

Sometimes special care is needed which the local health services cannot provide.

In Paraguay Maria Luiza teaches her family what she learned in school about the best foods for health and growth. WHO Photo/P. Almasy.

BEST COPY AVAILABLE

Pictures such as these can bring up questions about medicines used locally and where they come from, how pupils learned the importance of clean drinking water and sanitation in preventing disease, and the kinds of food needed for energy (see Unit II-D). The class will find that some of the knowledge and skills came from people in their own community and some had been shared by medical researchers in other parts of the world.

OTHER IDEAS

Of course, there are many other subjects which can be used to re-inforce the ideas of equality and sharing and international examples can be found in the work of all the United Nations agencies.

You may wish to incorporate into this unit another aspect of sharing: the idea of joint or common ownership. The library, the science equipment and other objects shared by all can be classroom examples. At the global level, all people share the earth; the environment is ours to preserve for coming generations. This concept of common heritage, so basic to the United Nations, was introduced in Unit I-A and is developed further in Section II where all the units focus on community organization. Older pupils can also learn how the resources of the sea-bed area, the moon and other celestial bodies have been declared as the common heritage of mankind. Through UNESCO, nations co-operate to preserve works of art which are considered as the heritage of all people. Even food is thought of as a common resource (in FAO's World Food Bank nations with surpluses set aside a portion of their harvest for those in need).

Some classes may extend the unit by sharing with children who do not have adequate health care or nutritious food. Perhaps at holiday time your class makes food baskets to bring to nearby deprived families. Or some pupils may find ways to raise and send money to organizations such as UNICEF which helps children in many countries. Your school may know of its activities, including wells for clean water and school equipment.

These examples show concrete ways that people can help one another. There is always the danger, however, that this kind of sharing will make the givers feel superior or else guilty at having more than others. One can try to avoid this by the way such sharing is approached. Children can understand an explanation such as "In class we have talked about each person having the right to a fair chance. We can help other people to have this chance too."

COMMENTS

Using Spontaneous Happenings

Daily in class and during play, situations arise spontaneously which many teachers find useful for teaching social concepts, values, attitudes and behaviour. They feel that often such teaching is more effective and long-lasting than readings and activities that are derived from textbooks.

Such situations can also be useful in helping children understand the behaviour of nations in the world community. For example, two children may be struggling over the possession of a toy and you may have to become the impartial arbitrator. Or a bigger pupil may be unwilling to take turns with a smaller one. Or the class may need help in organizing a project in which each pupil has a part. Children readily understand that these situations have parallels at the world level.

In learning respect, sharing and co-operation, pupils are also learning to live according to the basic ideals of the United Nations. Nevertheless, the classroom itself can never be considered a miniature world community. Both have standards of good behaviour, but in only one there is a teacher to insure compliance.

What would you like to be when you grow up ?

Alive.

Sharing...
UNWRA photo

BEST COPY AVAILABLE

WE ARE ONE

Celebration in a Philippines school. UN photo

Areas of study: writing, art, civics, geography, language
Themes: Communication and solidarity
Related UN function: expression of human unity (UN Day, Universal Postal Union - UPU)
Unit objectives: to help pupils

- to sense the reality of the world's people (although they may be unseen)
- to think of the world's people as one people
- to see how communication can unite people
- to be aware that all people are part of the UN and the UN is our organization

Unit components:

- planning the celebration
- sending messages to people nearby and in other countries and to the UN
- study of stamps
- celebration

Suggested time: one week or more
Tools: Cards for each child, stamps. (for teacher: **Basic Facts about the United Nations**)

SUGGESTED PROCEDURES

Note to the teacher: *This unit brings together in a final UN Day celebration the themes and activities developed in the preceding units. The most important part is the sense of festivity - of joyous participation - in both the preparation and in the programme itself.*

You and your class will know best the ways you wish to celebrate. The suggestions here may provide some ideas.

I. Introducing the ideas of celebration and messages

The children might begin by telling about parties and festivals in which they have participated. *What messages did these celebrations give?* (Birthdays can show the importance of a person or a nation; festivals might express the unity of a community.)

Would the class like to be part of the largest celebration in the world? (It is when people all over the earth celebrate the birthday on October 24th of our organization, the United Nations.)

II. Planning a UN Day Celebration

What kind of celebration? The class may want to use the globe, lullabies, clothing, paintings and dances created in the earlier units. You could also talk about the ways schools in different places will be celebrating UN Day (i.e. assembly programmes, parades, dancing, singing, exhibits, etc.).

BEST COPY AVAILABLE

"I am but a small voice
I have but a small dream
the fragrance of a flower
in the unpolluted air

Come young citizens of the world
we are one, we are one
We have one hope
we have one dream
And with one voice we sing
Peace, give us peace
Prosperity, prosperity
and love, for all mankind."

Unesco Features

What message should a UN Day celebration convey? This will enable the class to talk over the ideas of the UN raised in the previous units (i.e. "we are alike", "we are different", "we share one world", "we all belong to the UN", "we are one people", etc.). Children may also want to add other messages telling about the UN's work (i.e., "the UN helps") or greetings like "Happy Birthday, Our United Nations". You could write all the suggestions on the board so they can be the source of ideas for the following steps:

To whom should messages be sent? *Should the class send invitations to other classes? parents? people in the community? Should greetings be sent to others who are also celebrating the UN's birthday? to the United Nations?*

Composing the messages.

Invitations: *Should they tell about the celebration? about the UN and its work? Should there be personal invitations? or posters?*

Greetings to schools in different countries: *which countries?* (try for geographical diversity) *Would the schools like a photograph or a drawing of your class? an account of your plans for the celebration?*

Greetings to the United Nations: *individual messages or a class message? illustrations? poems?* Note: The emphasis should be on giving rather than receiving messages. This helps pupils to perceive as early as possible the pleasure of giving. Also, in international exchanges there is an inevitable time lag and the danger of no response whatever. For these two reasons at this age it is better that children should not expect their greetings to be answered. Nevertheless, this drawing might be used as follows:

A girl named Nipa Sae Lim drew this picture for you. It shows her school in Thailand. What does it tell you about her class and her community? Can you imagine that you are one of the children in the picture? Which house do you live in? What do you hear, what can you smell when you wake up in the morning? Where do you breakfast before leaving for school? ... Does her picture suggest ideas for your messages?

Nipa Sae Lim's drawing for you

BEST COPY AVAILABLE

How can the messages be sent?

Where will the messages go? how will they get there? by airplane? by train? by boat? how long will it take?

Names and addresses: Should the messages to schools be sent to:

- The schools of ....(name of country), c/o Ministry of Education, capital city, name of country?

Should the messages to the United Nations be sent to:

- Education Information Programmes,Department of Public Information, United Nations,New York,New York 10017?

- United Nations Information Centre (for address of the one nearest to you, see Appendix)?

Stamps. *What kind will be needed? where can they be gotten? what do stamps mean?* Here you may want to talk about the Universal Postal Union (UPU) now over 100 years old and the agreements nations have made to deliver each others' mail. Most nations in the world belong to the UPU which is part of the United Nations family.

Do stamps themselves have messages? about their countries' languages? kinds of money? what the country looks like? the people or monuments or resources the country is proud of?

What about stamps from different countries which all have the same message? such as Universal Children's Day?

The messages on United Nations stamps: *what does the dove stand for? the olive branch? the scales? the grain? the wheels?*

Different countries' stamps for UNICEF's 25th birthday. Consult the index to find in this Collection other stamps of the UN Postal Administration.

III. The celebration

The celebration should be as lively as music, dance and color can make it. Food that is new and different might also give an added pleasure. Pupils and guests should all participate and feel that their contributions have added something to the festivities.

The programme may be planned around a single message, such as "We are one". This might be dramatized through a dance such as the following: The pupils wear clothing of the countries to which they have sent greetings. They pass copies of these greetings from "country" to "country" and enact the receivers' pleasure when they receive them and read them aloud. All link arms, sing and dance in a circle.

United Nations messages. The greetings that the class sent to the United Nations may be recited or sung in unison. Then might come (as a complete surprise to all, including the child who reads it aloud) the message of the UN Secretary-General "To the Young People of the World" in the annual UN Day Student Leaflet or the message at the end of this unit.

A sketch and design for the stamp commemorating International Year of the Child.

OTHER IDEAS

The themes of this unit can be extended according to the age and interests of your pupils and the time you wish to spend.

You may use stamps and other means to find out about the schools and ways of life in the countries to which the pupils' messages were sent.

Perhaps it is possible to visit the local postoffice and learn what happens when letters and packages are sent to other countries.

Children may also like to design stamps (this is done on a larger scale than the finished stamp).

The ideas of the United Nations can also be celebrated on many other international days during the year, such as: Human Rights Day (10 December), World Environment Day (5 June) and the birthdays of the various UN organizations (see Appendix I).

COMMENTS

Positive Approaches

A teacher from Hungary once said that for her the purpose of education was pleasure. She spoke of the pleasure of discovery, of growing understanding and accomplishment. International education can certainly give these pleasures, especially if positive approaches are used in the early years.

Diversity can be welcomed. Children's own individuality and creativity can be encouraged. People with diverse lives and environments stretch children's imaginations. When you introduce something new and strange, children do not need to be reassured by saying that this really is not so different after all ("it's just like ours"); rather it can be shown as exciting and adventurous because it is different.

At the same time, children can discover the pleasures of solidarity. They can be given opportunities to be part of a group and to co-operate and contribute.

Pleasure can also come from challenge. Tasks beyond their capabilities discourage children but they are bored by ones too easy for them. In teaching about the world in the lower grades, you will not want to emphasize all the problems; nor should you imply that the UN is going to make everything fine. Children, however, can accept the idea of challenge, of diverse people working together to make things better.

When young children have opportunities to build confidence in their own worth and to participate with pleasure in a group, they will extend these feelings and aptitudes later to larger groups. These will be the basis for their becoming constructive citizens of their local and world communities.

(Note to the teacher:
Cut out or reproduce the adjacent page. "Deliver" it to the pupil who will read it at the celebration.)

These stamps can show how UNICEF helps improve children's health and schooling.

UNITED NATIONS NATIONS UNIES

A MESSAGE TO YOUR SCHOOL

20 October

Dear Children,

Thank you so much for your letter and good wishes.

All of us here at Headquarters are happy to know that you are joining us and people all over the world to celebrate the United Nations' birthday. This is fitting since the United Nations belongs to the world and all people are part of the UN.

Just as you do on your own birthdays, each year on UN Day we stop a moment and look back over the past year. Then we can see how we have grown - not just in the number of members or in the new tasks we have but also in what we have learned. We evaluate what we have done and decide what more we would like to do in the coming year.

As we look back on this year, we find that more and more people feel the need to co-operate better and work together. They are sharing ideas and skills and are trying to improve peoples' lives. There is still a great deal for all of us to do,however, if the world is to become a fair and peaceful home for everyone.

When people remember the UN and believe in the work we are all doing together, this helps. So your letter has been most welcome. Thank you again and our UN Day greetings to you!

With cordial regards,

Chief
Education Information Programmes
Department of Public Information
United Nations

I-E

United Nations stamp

UNITED NATIONS

NATIONS UNIES

Section II - Upper Primary
Grades 4 - 6 Ages 9 - 12

DEVELOPING OUR COMMUNITY

Synopsis

This section focuses on learning to live in groups - a subject of great interest to most pupils at the upper primary level Both in and out of school children of this age are developing increasing sociability They are concerned about individualism, conformity, leadership, competition and co-operation; they experiment with autocracy and anarchy The units here help pupils to become aware of some elements which render a group harmonious and creative.

General goals

Through examining their own and the international community pupils learn that

- a just community organization helps people to get along together
- in a community people need to respect each other and co-operate for the good of all
- members can contribute to the community according to their own special capabilities

By developing these concepts, attitudes and behavior, children are learning about citizenship in their society and in the society of nations They come to feel solidarity with fellow members of the community and to work together on common concerns.

The idea of community introduced here in simple terms also helps them to understand the United Nations' basic ideals and work. Later sections will build upon these foundations

Units

A. **We Organize.** A picture fable introduces the idea of a world community organization with agreed goals and standards of behavior.

B. **Each Member Is Important.** Through the device of banners and flags, pupils define and practice equal rights.

C. **We Behave.** This unit deals with each person's and each nation's responsibilities as a member of a community. Using an autobiographical story and the picture account of a UN peace force soldier, pupils explore what makes people behave.

D. **We Work Together To Improve Our Community.** A class garden project enables pupils to practice and analyze group co-operation. They note how similar co-operation improves relations in the world community.

E. **Help!** Pupils explore ways that community members help one another in emergencies. They create a radio programme based on situation reports of the UN Disaster Relief Organization (UNDRO) during the 1979 hurricane in the Dominican Republic.

Unicef Wall Calendar-1975

U.S. Committee for Unicef

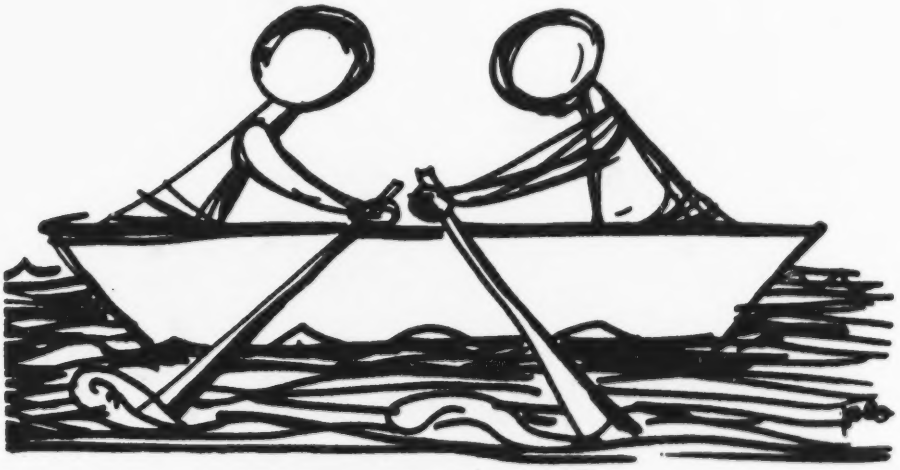
Rita Etter
12 years old
(Switzerland)

WE ORGANIZE

Areas of study: Civics, social studies
Themes: Organizing a community
Related UN work: providing a framework for international co-operation (UN Charter)
Unit objectives:
- to view the world as a community of nations
- to introduce the goals and principal areas of work of the United Nations
- to recognize that an organization's structure is less important than the ways it is used

Unit components:
- a picture fable interspersed with class discussion

Suggested time: 1 or more class periods
Tools: **Basic Facts about the UN** (optional for pupils)



WE ARE IN THIS TOGETHER

SUGGESTED PROCEDURES

Note: *In this unit a picture fable introduces the basic principles of the United Nations. Periodically the story stops, so the class can discuss what might be done next (another way to involve pupils would be for them to role-play the fable).*

The purpose of using the fable is to make world changes more accessible to children; it is important, however, that they do not think of this as a "never-never land" tale which ends with everyone "living happily ever after". Quite the opposite. As people have done in smaller communities, nations of the UN have developed a pattern for a world community which should help them to live together harmoniously and constructively...but to actually "live happily" they will need to "keep trying".

I. The Need for a Community Organization

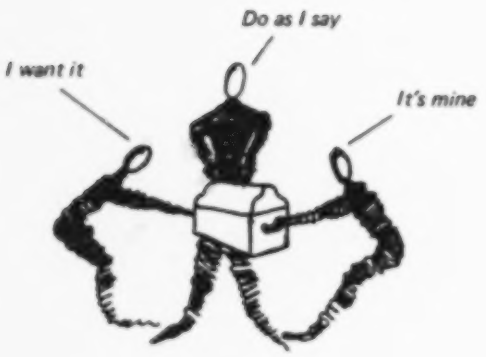
Introductory discussion: DO PEOPLE IN OUR COMMUNITY SOMETIMES HAVE TROUBLE GETTING ALONG TOGETHER? WHAT FREQUENTLY CAUSES THE DIFFICULTIES? (*you might use as an example some actual or possible incident*)

We are not the only ones who have such troubles. The nations of the world often have difficulties. Unlike our community, they used to have no rules of behaviour and no organization. When there were quarrels, the strong ones decided everything by force. This picture fable tells what the nations are doing now to make things better.

II. Our Community - a picture fable about the United Nations

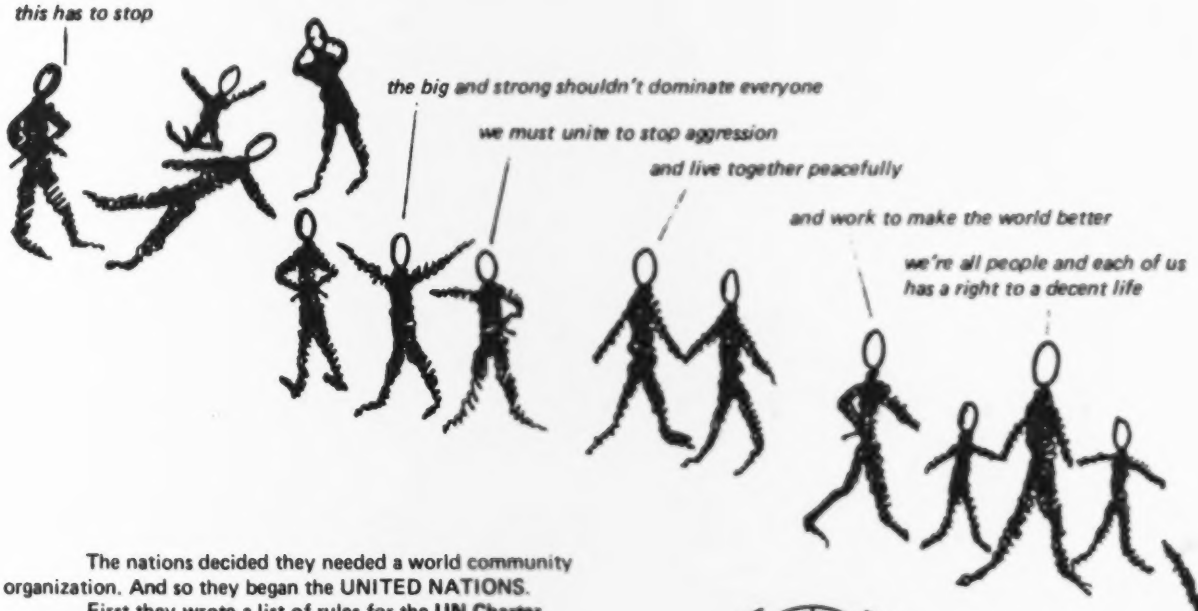
Once upon a time not so very long ago the nations of the world had a lot of trouble getting along together.

Some were big and bossy and ordered everyone around...
Some were grabby and took whatever they fancied...
Some were greedy and wanted all the world's riches for themselves...
So they were always quarreling. It made life difficult for everyone.



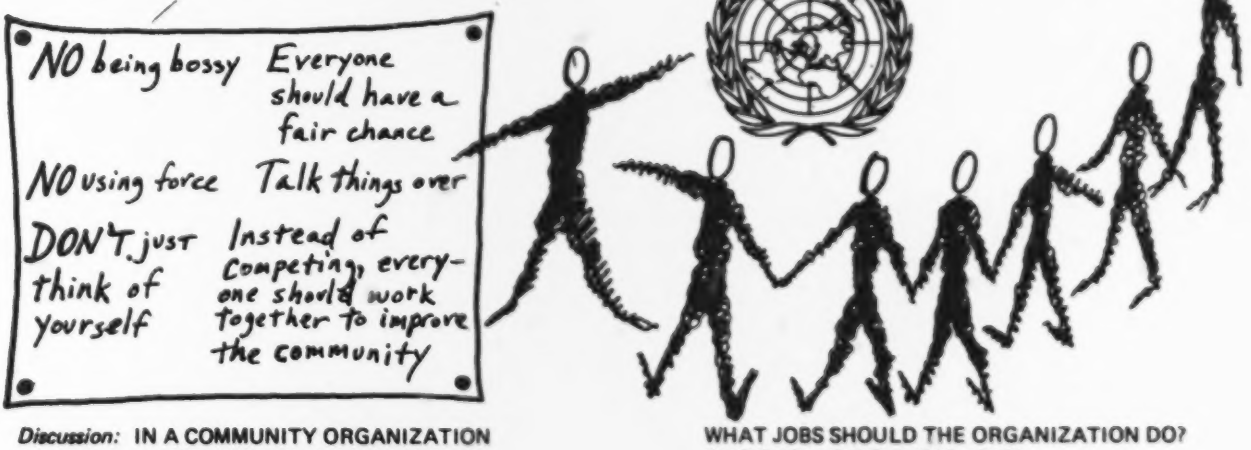
Finally, after the terrible, terrible World War II, the nations decided that something must be done.

Discussion: WHAT DO YOU THINK SHOULD BE DONE?


this has to stop
the big and strong shouldn't dominate everyone
we must unite to stop aggression
and live together peacefully
and work to make the world better
we're all people and each of us has a right to a decent life

The nations decided they needed a world community organization. And so they began the UNITED NATIONS.

First they wrote a list of rules for the **UN Charter.**


NO being bossy
Everyone should have a fair chance
NO using force
Talk things over
DON'T just think of yourself
Instead of competing, everyone should work together to improve the community

Discussion: IN A COMMUNITY ORGANIZATION WHO DO YOU THINK SHOULD BE MEMBERS? SHOULD EACH HAVE AN EQUAL SAY IN COMMUNITY AFFAIRS? EQUAL DUTIES?

WHAT JOBS SHOULD THE ORGANIZATION DO? WHO SHOULD DO THESE JOBS? SHOULD THERE BE REGULAR MEETINGS? A MEETING PLACE ?

II-A

In their charter the nations agreed that

Members: *all nations who promise to live up to the rules of the Charter can belong*

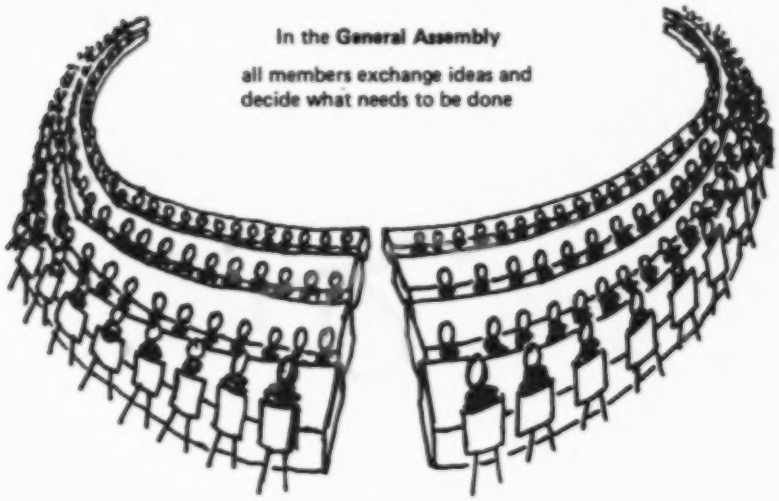
Rights: *each member has an equal voice in the organization*
each may participate equally in UN activities

Duties: *each should contribute a fair share to community work*
each should carry out what the UN community decides

Jobs: *peace, justice, development*

main organs *

In the United Nations members meet in different groups:



In the **General Assembly**

all members exchange ideas and decide what needs to be done

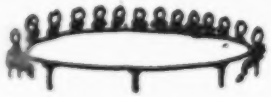
In other main organs members talk about :

peace
(Security Council)

independence and justice
(Trusteeship Council)

(International Court of Justice)

development
(Economic and Social Council)



the **Secretariat** people execute UN work

other UN organs and specialized agencies

Members help in special ways to better people's lives all over the world:

education
(UNESCO)

food
(FAO)

children
(UNICEF)

health
(WHO)

mail
(UPU)

aviation
(ICAO)

work
(ILO)

environment
(UNEP)

and many others

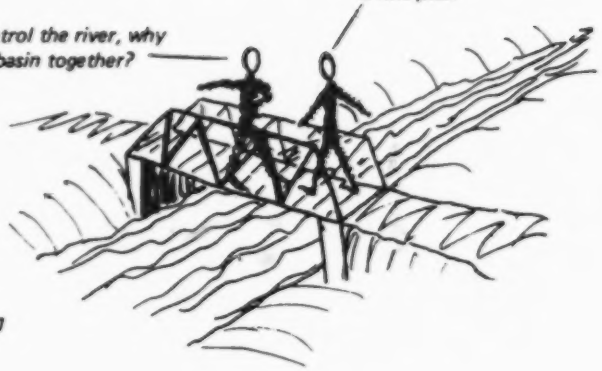
*Note: In order to keep this explanation clear and simple for lower grade levels, only the main organs and a few agencies are mentioned.

Discussion: HOW DO YOU THINK IT WORKS?

Here is an example of how UN members work together:
Four members have been arguing about a river which flows through their lands. At last they have an idea:

a fine plan

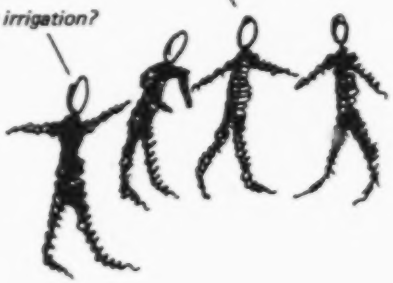
instead of each trying to control the river, why don't we share it and develop the river basin together?



The other members agree:

if it works for you, we might try to do the same thing with our river basin

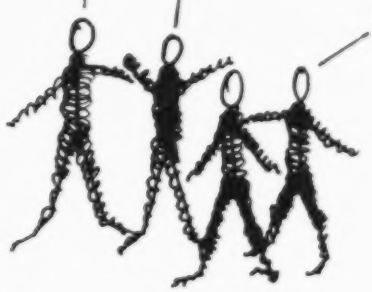
what about irrigation?



we can send some experts who know a lot about dams

we have engineers who can help with the electricity

we can all help



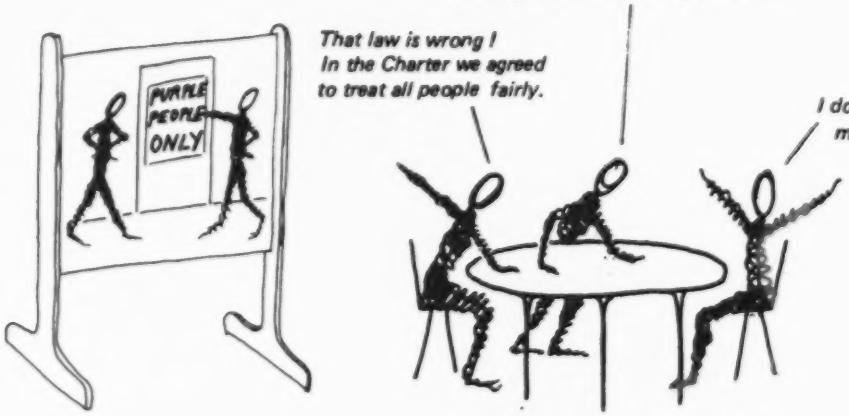
Fifty nations contribute advisors and materials to help the four nations with their project.

Some things are harder to work out

If you don't live up to the rules, then you can't participate in community activities.

That law is wrong! In the Charter we agreed to treat all people fairly.

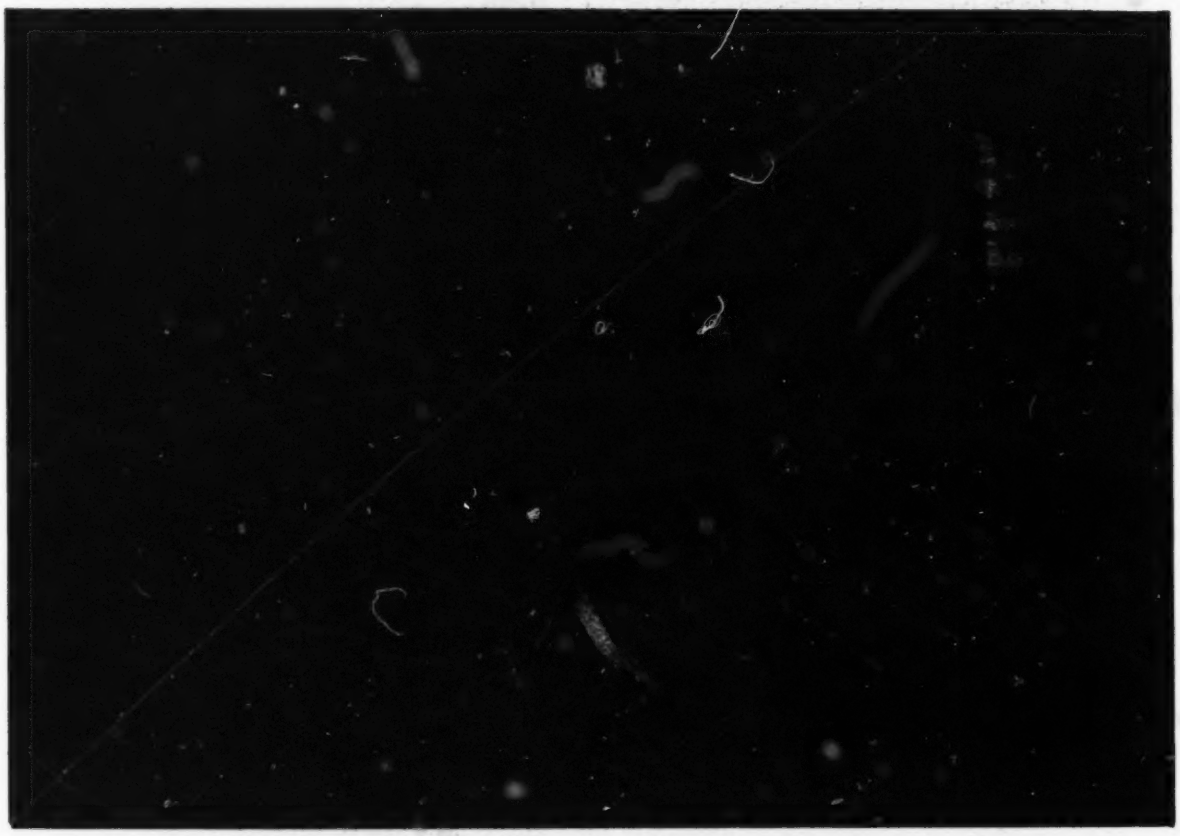
I don't care. You can't tell my nation what to do.



Discussion: WHAT DO YOU THINK WILL HAPPEN? WILL THE COMMUNITY MEMBERS LEARN TO CO-OPERATE?

No one knows what will happen. There are still many things wrong with the world. Nations can still be bossy, grabby or greedy. So much more must be done to make people's lives better...

...But at least now the nations have an organization to help them co-operate.



Representatives of the world community of nations meeting in the UN General Assembly. UN photo
WHAT DO YOU SUPPOSE THEY ARE SAYING?

- *things are better than they were before we started the UN; now we do have a voice in what happens*
- *we have been able to work out many quarrels without fighting*
- *we all want peace*
- *we are learning to co-operate to improve the community*
- *some still have more than their fair shares; that system must be changed*
- *we must think of the community - not just our own wishes*
- *we must* keep trying

* * * * * * * * * * * * *

III. Optional concluding discussion

With older classes you may want to compare the United Nations with the local community organization. They could discuss

- whether people in a community get along better when they all have the same needs? when they think and act in the same ways?
- is it possible for people in a community to get along without an organization? how does an organization help?
- what good is an organization if people don't use it? don't live up to the rules?
- when people participate in community activities, does it make their lives better? does it make the community better?

OTHER IDEAS

The topic could be introduced by asking the pupils to visualize the "world we want". At first they would probably think of material things but then they would add more social elements, such as happy relationships and peace.

"...I would like to have a zoological garden at home. I would have horses, elephants, whales, a fish bowl, parrots and a lion. There would be an octopus in my swimming pool and a leopard could run freely in the large garden..."

"The home I would like to have" from Children's Opinions of the Human Environment, Environmental Council of Czechoslovakia.

With older classes, you may wish to include the themes of inequality of resources and wealth. For this the fable could describe how several families formed a community on an imaginary island. The class might construct a model of the island with mountains, rivers, deserts and forests; they could build farms, villages and roads and possibly details like bridges, windmills and fleets. Some families' lands could be more extensive or more productive than others'. Pupils might consider questions such as "what should the community do when the families become larger and resources grow scarce? "

You may also wish to give greater attention to the organization of your local community. This might include a field trip to the local council or assembly. Or the class might follow how the community deals with some current issue, such as a new school, water shortages, or waste disposal.

This unit, as it is, cannot do much more than introduce the basic concepts of the United Nations. To become meaningful these ideas must be extended and related to the pupils' lives. Examples of ways teachers have done this are given in the following units.

COMMENTS

A Sense of Form

If adults often find life chaotic, think what it must seem to children. Their days are flooded with new experiences, bits of information, and behaviour to be learned. No wonder that primary school children welcome regular classroom schedules, rituals, a firm authority and clear "do's and don'ts"! Anything that brings order out of multiplicity helps children feel more secure.

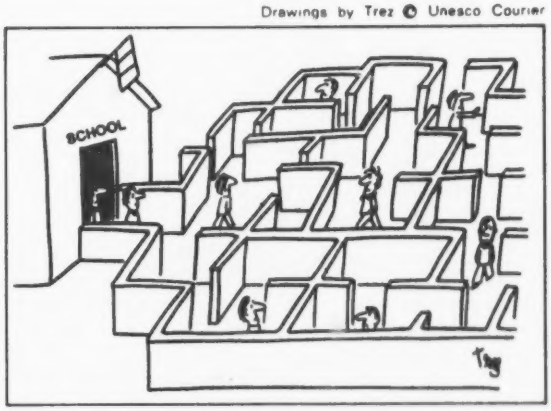
Adolescents also need a sense of form. They enjoy games and clubs in which they can cope with a defined situation according to set rules. They test the limits imposed by the adult world. Sometimes they impose their own order on their ways of life. In the course of these experiments they may find that order need not restrict people. When they know what the boundaries are and what to expect in their society, people can feel freer to act.

Helping young people to develop a sense of form has always been one of the primary tasks of education. This does not only mean accepting order and using reason, but also learning to perceive the form within all aspects of life. In every subject from art to science pupils can develop this basic skill.

Part of this education is discovering the patterns of world movements and the individual's own place in them. This is especially important now. All fields are changing so fast and people are being submerged in new information. Often people feel menaced by seemingly chaotic events or meaningless violence.

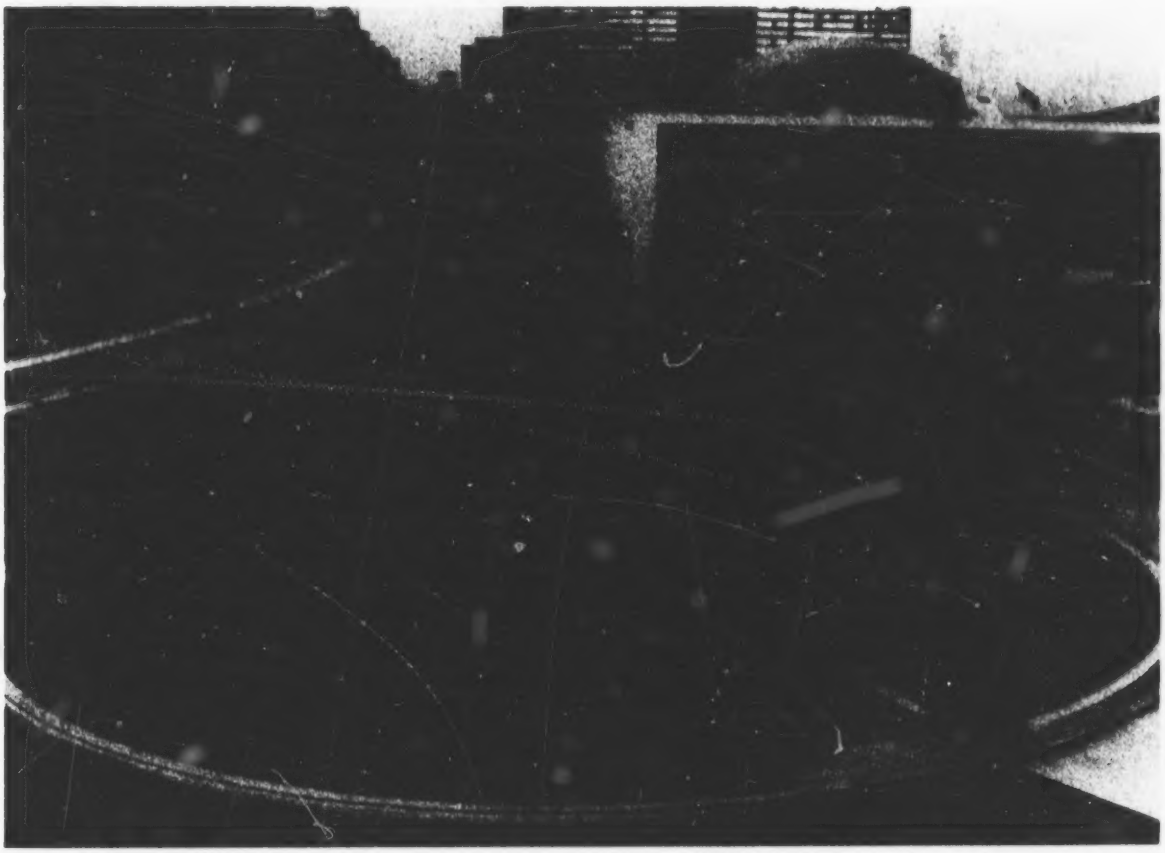
The United Nations can help give this sense of organic form. Pupils feel more secure knowing that there is a world organization keeping watch over the changes. Older students find that, in studying about the UN's activities, they can learn much about the conflicts of the past and the evolution towards a community of nations. They come to feel that what is happening makes some sense and that in turn their own lives have more meaning.

Drawings by Trez © Unesco Courier



A...MAZING WORLD, ISN'T IT ?

EACH MEMBER IS IMPORTANT



The flags and the General Assembly building. The fountain, donated by children, has a design made of black stones from the island of Rhodes.
UN photo

Areas of study: Civics, other cultures, art, literature
Themes: Equal dignity and rights
Related UN function: an arena for equal participation (UN General Assembly)
Unit objectives: pupils learn two concepts basic to organizing a community
- each member needs equal dignity and rights in order to develop and participate fully in the community
- the development of each member's capabilities contributes to the development of the community as a whole

Unit components:
- exercise with banners in an imaginary community
- parallels with UN community

Suggested time: 2 or 3 class periods
Tools: paper and crayons or paints for banners (optional for pupils: pictures of national flags); for teacher: **Basic Facts about the United Nations**

SUGGESTED PROCEDURES

Note: *You may wish to use the suggested procedures but instead of banners for an imaginary community, you may prefer to focus on banners for families in the local community.*

Whatever focus you chose, you will wish to restrict your role as much as possible so that the pupils can participate fully in making decisions. Your questions and comments throughout, however, should help them to realize that the topic is individual worth and rights, not *banners and flags.*

Part I. Equal dignity and rights in an imaginary community

As shown in the picture fable in Unit I-A, the UN Charter says that each Member State in the world community

- is important;
- should have an equal chance to develop in its own special way
- should have an equal voice in community decisions

Ask pupils, as members of an imaginary community, to use those principles to design and position banners for that community.

You may wish to show some pictures of banners and describe briefly how chieftains, nobles and kings came to use banners, plumes and other means to show their individuality and importance. The insignia often included animals known for their courage, nobility, strength or cleverness.

Before the banners are begun, a class meeting, chaired by a pupil, can be held to decide questions such as the following:

- should each member have a banner or only those with big families or much property?
- should banners be the same size or should they vary according to the size of the family or property?
- should banners have the same design or different designs?
- in what order and at what height should the banners be hung?

In dealing with these questions, pupils should refer to the principles in the UN Charter given above. Decisions should be by majority vote, with each pupil having one vote.

Once the individual banners have been completed, a second meeting may be held to plan a banner for the community as a whole. Again chaired by a pupil, it can decide

- whether there should be a banner for the community
- if so, should the community banner have a special design or can the design of one of the members be used?
- what ideas should the design convey? (i.e. equality, unity, etc.)
- should the community banner be the same size as the members'? where should it be hung in relation to the members'?
- who should design and make the banner?

Part II. Equal dignity and rights in the world community

In their Charter, United Nations members agreed on "the dignity and worth of the human person,...the equal rights of men and women and of nations large and small". These ideas of dignity and equal rights are shown in many ways when all the Member States send delegates to the annual meetings of the General Assembly at UN Headquarters.

Outside the building, the many-colored flags of Member States, all the same size, are flown at the same height. The United Nations' blue and white flag flies separately. Inside in the blue, green and gold General Assembly hall, the delegates are seated alphabetically, beginning each year with a different country. In the smaller meeting rooms, delegates sit at round tables.

Discussion questions:

- how is "equal dignity and worth" shown in the position of the Member States' flags? the seating in the General Assembly? the round tables?

- how do the colors and design of the UN flag show equality and peace (i.e. the meaning of blue and white, the olive branch, the projection of the world)?
- in what ways are the design and position of the community members' banners (that you have prepared in Part I) similar to those of the UN Member States'?
- in what ways is the design and position of the banner of the whole community similar to the UN flag's?

Not only are there outward signs of equality at UN Headquarters, but in meetings there each nation's delegate has an equal chance; each may speak, vote and contribute his or her country's ideas on ways to make the world better. For example, some years ago in the General Assembly a delegate proposed a joint expedition to the moon by his country and another nation, also very large and strong. The next speaker came from a small, newly independent country which had just joined the UN. He said that the big countries could fly to the moon if they wanted to, but his country thought there were more important things to do; in order to better peoples' lives, the members should be giving thought and money to improving education. And most delegates applauded this idea.

Part III. Concluding discussion

- which do you think more interesting: 157 flags all alike or 157 flags all different? a community in which all have the same ideas and customs or one in which people have different ideas and ways of doing things?
- which are more needed for making plans: useful ideas? different kinds of experience and skills? strength? wealth?

OTHER IDEAS

Other approaches to equal dignity and rights are given in Units I-C and III-D; although designed for different age groups, they can be adapted to grades 4-6. In dealing with rights, it is desirable to speak also of responsibilities; this can be done by pairing this unit with II-C which follows.

Suggestions for extending the unit

Banners and flags. Pupils may wish to go into greater detail with banners. They could find examples of

banners and other such devices in folktales and other literature, art and history. They could investigate the uses of the banners and the meanings of their insignia.

Children also like projects using flags of Member States. They will want to study the meaning and history of their own flag and of selected other flags. Reproductions or drawings of these can be used to bring color to the classroom. Some pupils might enjoy pretending that it is 1945 and they have been asked to design a flag for the newly-founded United Nations.

Diversity. This unit can be used to help pupils appreciate how equal rights and equal participation enrich a community. They can learn how inventions such as the abacus have spread around the world. They can list ideas, words and customs from their own culture which are used by others and those which they have borrowed from others. You can remind them how the United Nations benefits from the diversity of its members.

You can also link the ideas of individuality and diversity to the pupils' own experiences. If you are fortunate enough to have people with various backgrounds in your class or working in the local community, both parents and children can be resource persons for your classroom. For example, a pupil from another country could write in his own language and illustrate a short account of his life in his former home. He could then help the pupils to learn a few words of his language by translating his account. This would put him in a role where his difference would enrich the class.

Dignity and rights. Children know very well how it feels to be treated as an inferior. It will be easy to relate this theme to their own daily lives. You can give them many opportunities to practice equal dignity and rights while organizing the class and undertaking projects.

COMMENTS

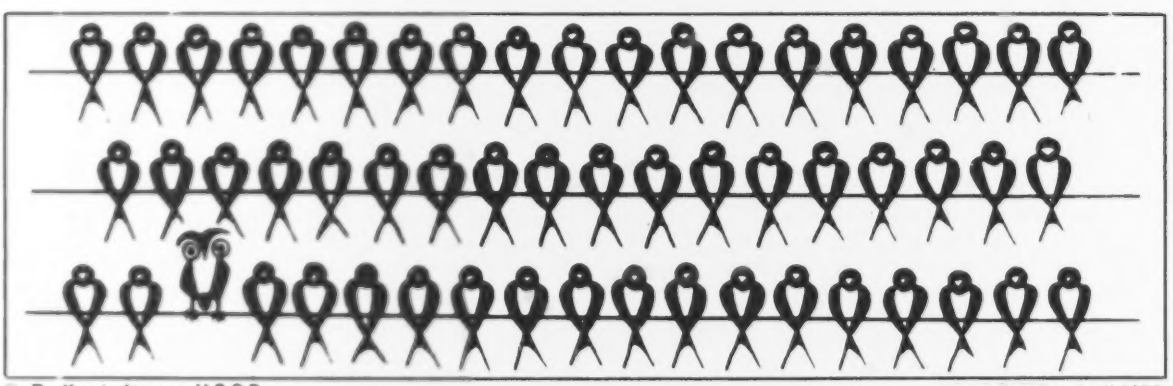
Individual development and conformity

This unit raises many interesting issues concerning individualism, conformity, uniformity and the interrelation between personal development and community development.

As a teacher, you have a dual role: to encourage the individual growth of each child and to help all to learn the ideas and customs of their societies. To pupils these two goals can seem contradictory and confusing. The challenge is to help them realize that although living and working with others requires thoughtfulness and certain social skills, it does not mean denying one's own individuality. In fact, you can show that the development of their own special capabilities will contribute to the community's development.

In their desire to be part of a group, children go through stages of trying to conceal their individuality and adopting the model which their friends seem to admire. A teacher has the delicate task of encouraging individual insights and abilities and, at the same time, not holding up to the class differences which a child prefers to hide.

Children need to realize that conformity with society does not mean uniformity. Here the example of the United Nations may help. Nations are expected to live up to the standards of the Charter but they have their own cultures and worth. Their diversity is helping to develop a world community as varied and colorful as the flags which fly before UN Headquarters.



© D. Koprivchtenov, U.S.S.R. **Unesco Courier**, April 1976

WE BEHAVE

Areas of study: Reading, civics
Themes: Responsibilities of members in a group
Related UN function: helping nations to live together harmoniously (UN peace force)
Unit objectives: to help pupils to recognize
- each person's duties as a member of society
- the power of moral standards
- that refraining from violence and respecting the rights of others require courage and strength

Unit components:
- story of a bully
- picture account of a UN peace force soldier
- discussion of behaviour in a peaceful society

Suggested time: 2 or more class periods
Tools: for teacher: **Basic Facts about the United Nations**

Unesco poster

SUGGESTED PROCEDURES

To the teacher: *One of your main tasks is to help children to learn what society considers "good" behaviour. These two stories can help them to understand what this means and why it is important to them and to the people they live with. On the other hand, you may prefer to teach these ideas through classroom situations or perhaps by using the imaginary community developed in Units II-A and B.*

Part I. How do people feel about bullies? - a story*

I must start by telling you that I was the smallest boy in the class. I think my classmates were usually very fair about this, except the biggest boy in school. He was the oldest, largest and strongest.

One day after school I was playing with a new red ball my father had just given me. Suddenly I heard a voice. "Hand that ball over! " Of course, I knew who it was. Instead of giving him my precious ball, I ran - and he chased after me.

I ran. I sped. He bore down on me but gradually I began to pull away from him. Then I noticed that people in the street were watching. They started to shout at him to "leave that little boy alone! "

"Bully! " they called out. "Yes, Bully! " I echoed in my beating breast.

It worked. More and more people took up the cry. I noticed that he slowed down. He was being beaten. Not by me, but by the shouts of the people.

I couldn't resist the temptation to stop. That was the last straw for him. He leaped at me and missed. He left me alone then. As I turned the corner into Foulah Town, I peeked over my shoulder and saw him walking back up the street. His head was hanging down and people were still shouting at him.

The next morning in school he shook his fist at me. But the matter was over and he never tried again.

Then I had an idea. Instead of getting away for good, why not keep just out of reach? Public opinion would do the rest for me.

* adapted from **Kossoh Town Boy** by Robert Wellesley Cole, Cambridge University Press, 1980

Discussion questions:

Why do people consider it wrong to be a bully? to take something by force? Did the big boy give up because
- *he knew he was doing something shameful?*
- *people saw him and disapproved?*
- *people grabbed him and forced him to stop?*
- *police came and arrested him? other reasons?*

How should a big person treat a little one? Why?

Part II. Force for Peace

Nations in the world community must learn to behave just the way people must - and sometimes this is difficult. If countries which disagree begin to fight, the United Nations may be asked to put together a peace force to quiet things down. This account gives some idea of what these forces do and who serves on them.

A visitor to your class (a reading with pictures)

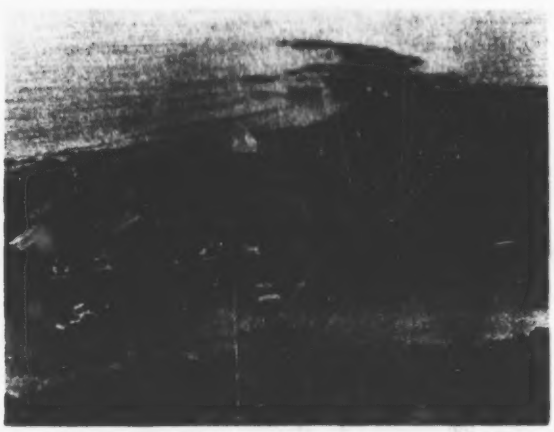
My name is Olof Svenson. I served in the 1960's in the United Nations force on the island of Cyprus. I have come to your class today with some photographs which tell what it's like to be a "soldier for peace."

1) This snapshot shows my family at home: my father who is a farmer, my mother - a teacher,my younger brother Sig and sister Karin and myself. We had just gotten word that I had been accepted to serve in our country's battalion which stands by, ready to be called by the United Nations. I'm very lucky because only 700 out of 2500 Swedes volunteering have been accepted. In order to be eligible, we have to have finished the regular military training required of every male citizen, to have gotten very good marks in behavior and army knowledge, to know some English and so on. Perhaps they chose me because I'm a carpenter and that might turn out to be useful. Anyway I'm excited at this chance to do something adventurous out in the world.

2) Here we are during our two weeks special training for UN service. Before, in our military training, we learned to take initiative and work under pressure and other things that would help in peace-keeping. But here we also have to learn how **not** to fight (to never use our weapons unless we absolutely have to in self-defense) and how to keep others from fighting. We study about the United Nations and the country we may be going to. Then we do exercises or problems - mock situations in which we learn how to handle riots, prevent infiltration beyond agreed boundaries, separate parties in a dispute and establish a buffer zone. We have to be disciplined, not get excited and never take sides.

3) We have been called to fly to Cyprus. There has been fighting between Greeks and Turks living on that island and there is danger that the neighboring countries, Greece and Turkey, will send in troops.* The UN helped arrange a cease-fire and now is asking Member States to send peace-keeping forces to keep the situation quiet while the two sides negotiate a peace agreement...Here we have just debarked from our plane. Soon we will be issued our blue berets to show that we are UN soldiers, part of UNFICYP (UN force in Cyprus).

*Since 1974 the situation has changed. Forces of Turkey occupy half the island and UNFICYP mainly supervises the cease fire along a buffer zone between the Turkish and Greek communities.

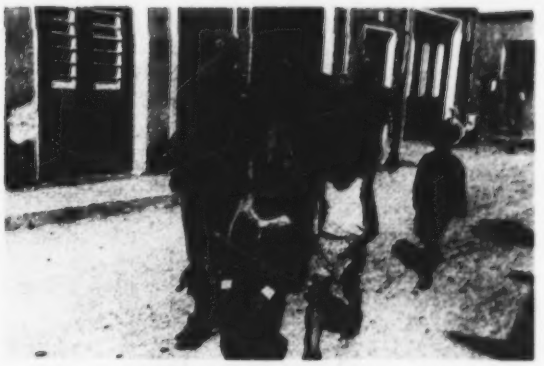


4) Here we have set up our camp, named for our queen. Can you see the UN flag? When we are off-duty, we swim although in winter the water can be very cold.

5) There is plenty for us to do. Manning observation posts is most important. We also dig fox-holes, escort civilians through military lines, probe for mines (very dangerous), control traffic, guard farmers during planting, patrolling a sensitive area, etc...

6) Our military dogs help us (they too have special training).

7) The days can be quite difficult and one is far from one's own country, so it is good to relax in our free time. The troops from different nations have teams for volleyball, football (called "soccer" in some countries), chess and boxing and there are matches every few weeks.



8) We have seen quite a lot of the Canadian contingent. Here some Canadian friends are being helped in their patrol through Nicosia.

9) There are many really tense situations. One day at this post overlooking the buffer zone, our UN observers saw hundreds of armed men from Side A massing on the top of the hill. Side B in the fortified town below sent word that if Side A came down the hill, the cease fire would be broken and fighting all over Cyprus would begin again. At this the officer in command of UN troops in the area ordered our units to stand in the buffer zone between the two forces. Then he talked to the commander of Side A while the other UN officer talked with Side B. For one hour we stood waiting..... then another hour. Both sides seemed determined to fight. Finally - somehow - the men on the hill agreed to pull back.

10) Our six months are over and it is time for a new battalion from Sweden to come and take our place. Serving together in the peace force has made us good comrades; we are sorry to break up. Some have volunteered to serve another six months. This picture shows the final ceremony when the UN commanding general presents each of us with a medal.

* * * * *

Discussion questions:

Why are the UN berets and the UN flag so important?

In what ways were the few UN peace soldiers stronger than the hundreds of armed men?

What qualities do people need in order to work for peace?

How do you keep people from fighting without using physical force yourself?

Does it help to have an impartial third person who doesn't take sides?

Part III. Conclusions about behaviour.

The class can use these two stories and their own experience to clarify their ideas about behaviour - of people and nations. They might begin by imagining or simulating what their community would be like if

- everyone tried to have his or her own way all the time
- those who were big and strong gave all the orders
- differences were decided by physical combat

They also might compare their ideas of what is "good" behaviour.

OTHER IDEAS

"Peace" as a theme. You may wish to develop other ideas connected with peace, such as

"everyone dreams of peace". Your pupils might write poems, letters or songs or draw pictures. They could read what people in different parts of the world have written about peace.

"peace is a challenge". The class could find stories of people who had worked for peace and who might be called peace heroes. From this they could discover how easy it is to hurt and destroy and how much courage, tolerance and unselfishness is needed to help build a harmonious society.

The UN's role. Many more aspects of UN peace-keeping could be explored. Pupils could compare how disputes are mediated in the UN and in their local community. They might also be interested in UN peace forces in other places besides Cyprus, especially if their own country has contributed in some way. UN films can add a great deal to the subject.

Pupils might celebrate Peace Day on the Third Tuesday in September (which is the opening of the UN General Assembly) or do a school-wide project in preparation for Peace Year in 1986.

COMMENTS

Teaching about the UN in History and Civics

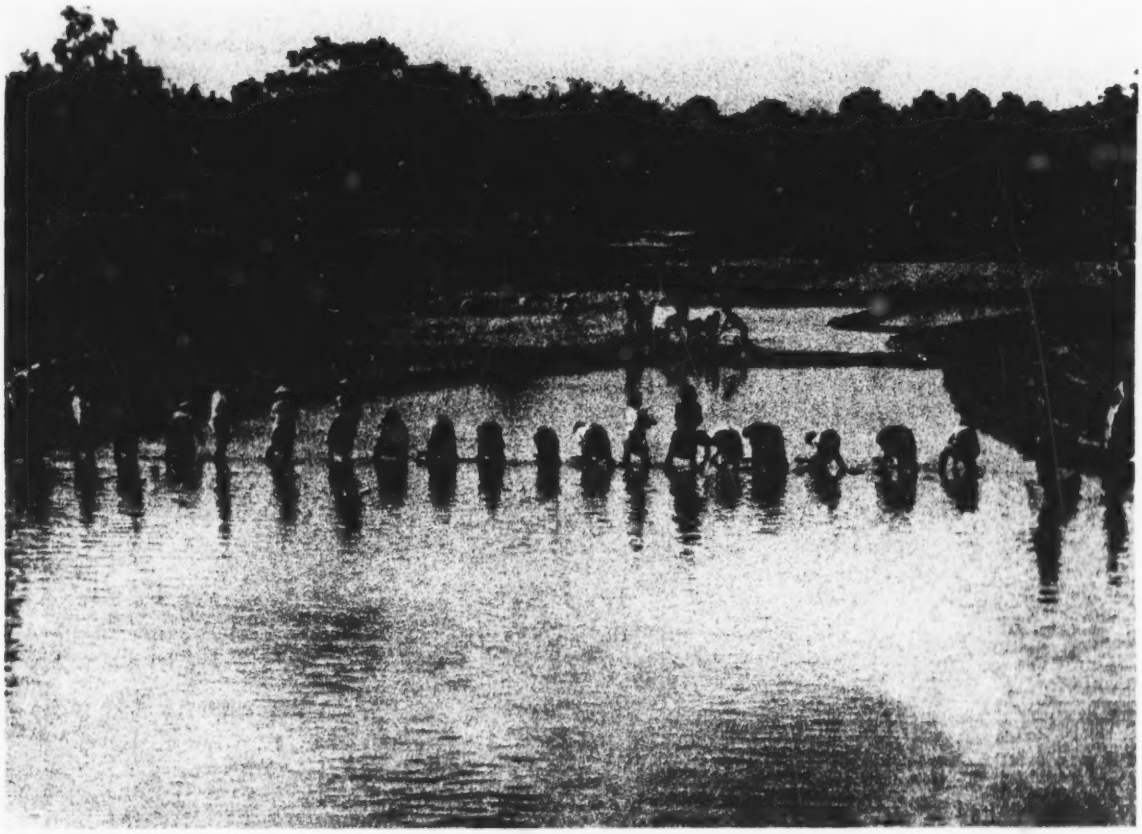
The United Nations is a fact - a major step in human history. You can teach about it in the same objective way that you do other important world changes changes. To omit it from the curricula, however, or to focus on only one aspect or even ignore its accomplishments would distort history. This would deny young people information which they need to understand their world.

Teaching about the United Nations falls also into the field of civics. The UN must depend on the understanding and participation of its members. People's attitudes affect what it is able to do. One of the jobs of civics is to help students to develop a sense of responsibility and commitment towards the world community.

To understand the UN's significance in history and to develop positive attitudes towards the world community, however, students do not need simplistic teaching. "Our UN - right or wrong" would be counter-productive. Only through knowing the difficulties and how much remains to be done can students recognize the progress being made.

Instead of presenting the UN as the answer to all the world's difficulties, it is better to show that the future is in doubt. The United Nations is an experiment. It requires an active search for better ways to live. Whether we can learn to deal with world concerns will depend on our willingness to change and to co-operate for the common good. In the UN Charter, we have agreed what we want to do but will we do it?

Panayota Demetrio (age 11 years),Cyprus



Co-operation for food. WHO/ILO photo

WE WORK TOGETHER TO IMPROVE OUR COMMUNITY

Areas of study: Science, civics, health instruction, home economics, agricultural arts, social service, study of other cultures, mathematics
Themes: Co-operation and development
Related UN function: exchanging skills (Food and Agriculture Organization - FAO)
Unit objectives: pupils
- learn to participate in co-operative, socially useful and productive work
- appreciate the value of food to oneself and fellow human beings
- develop self-reliance and skills in agriculture

Components:
- inquiry and project on food in the local community
- reading on world food planning and case study in Latin America
- review of similarities between local and international situations

Suggested time: 4 class periods (not including time for garden work)
Tools: In addition to agricultural equipment, for teacher **Basic Facts about the United Nations**

SUGGESTED PROCEDURES

To the teacher:

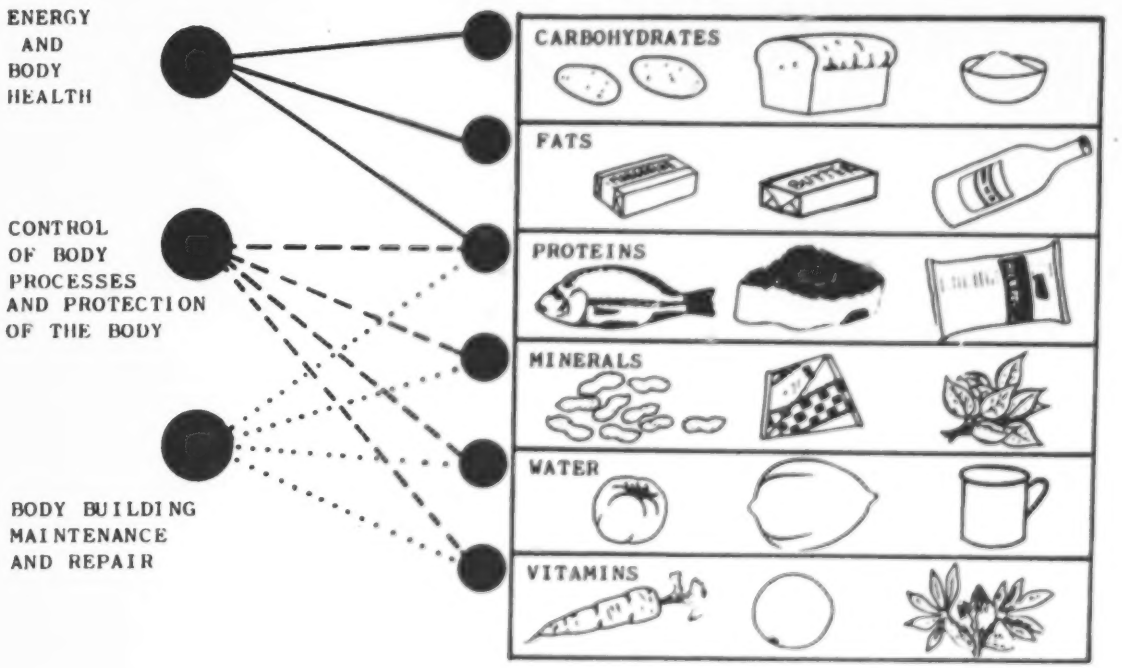
This unit enables pupils to analyze and practice group co-operation. The focus and scope will depend on the age and interests of your class. You can choose almost any example of human co-operation; the example given here relates to food but water, health, education, housing and many other basic needs would be equally appropriate. In the introductory section and in the community project the class can use studies and activities already part of the regular curriculum. Parallels can then be drawn to the actions of the world community described in Part III.

Part I. Introduction: WHY IS FOOD IMPORTANT?
Some preliminary ideas to explore:

WE ALL NEED FOOD

Pupils might study types of nutritious food. They could then analyze their own diets to find out which items are needed for survival and growth.

A chart to be colored from **The ABC of Nutrition**, Birthe Thomsen, The National Food and Nutrition Commission, Lusaka, Zambia



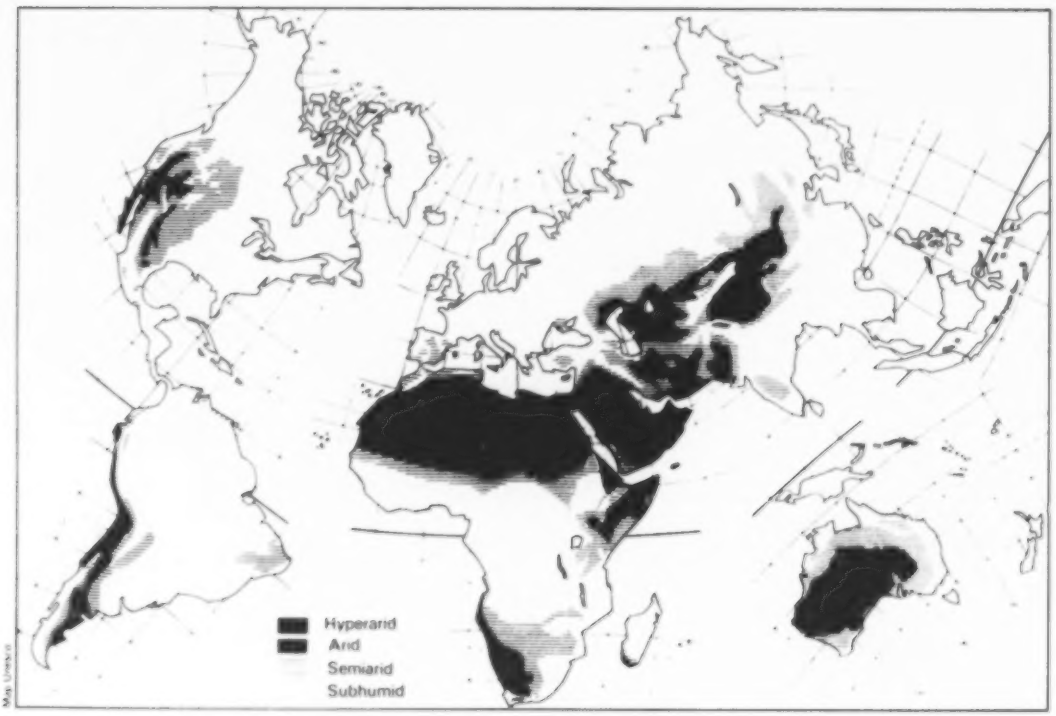
WE DEPEND UPON ONE ANOTHER FOR FOOD

Pupils could draw pictures of items they ate for breakfast and discover how each was produced and distributed (i.e. salt).

Drawings sent by children in Cameroon to thank the World Food Programme for maize porridge

IN SOME PLACES FOOD IS PRODUCED MORE EASILY THAN IN OTHERS

The class could examine some factors (i.e. water, soil, etc.) which affect food that can be produced in their community or region. Have people helped make the land more productive or less?



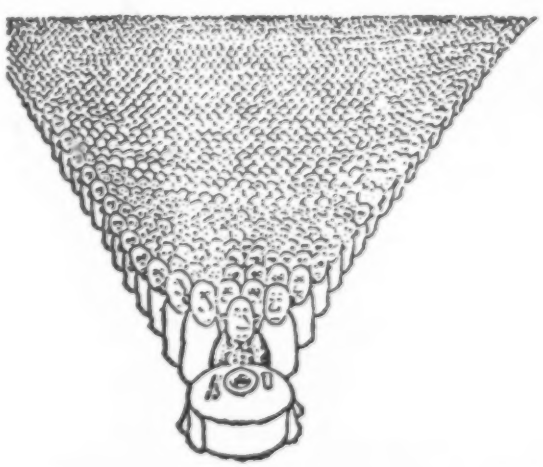
WORLD DISTRIBUTION OF ARID REGIONS

The map shows how vast areas of the continents are affected by water shortages. Even "subhumid" regions experience water supply problems.

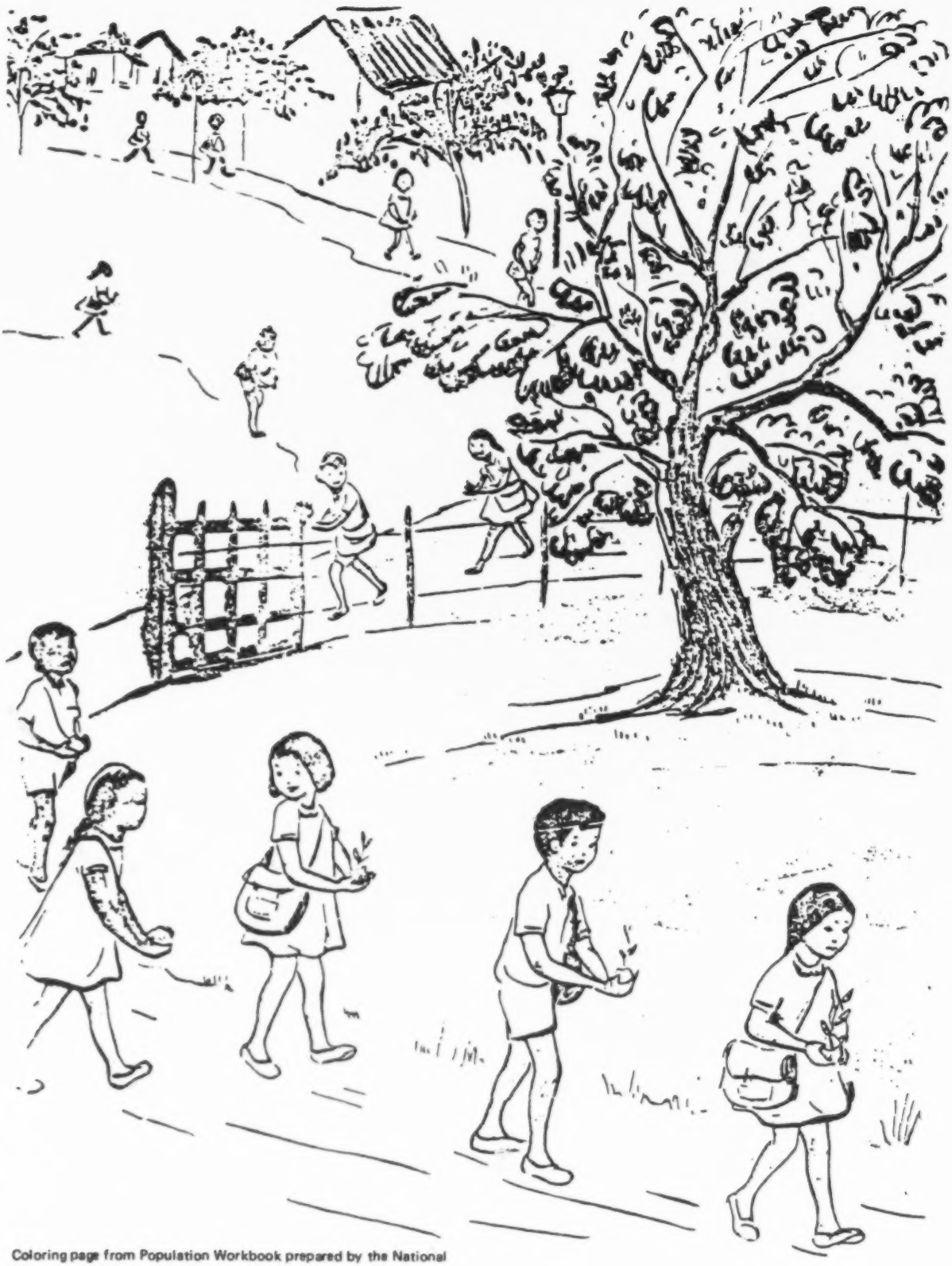
SOME OF US ARE ABLE TO PRODUCE MORE FOOD THAN WE CAN CONSUME IMMEDIATELY OURSELVES; OTHER PEOPLE DO NOT HAVE ENOUGH TO EAT.

Pupils can investigate what happens when there are surpluses at home (is the extra food preserved, shared, sold, or wasted?).

Write a caption for this cartoon



(from the report of International Development Education Seminar, Lillehammer, Norway, 8-11 July 1979)



Coloring page from Population Workbook prepared by the National Council on Educational Research and Training, New Delhi.

Part II. Co-operation for Food Production in the Home Community: a Project

Having become aware of the importance of food to all people, pupils could mount a project designed to meet the need for more and better food. Even a small project (such as plants grown in cans or pots) can be very effective. Since the project is intended to build group co-operation, your role will be to advise and facilitate when needed. Pupils should be responsible for all aspects of the project. These might include some or all of the following:

A. Choice of a project to meet the need for more and better food (i.e. school garden)

B. Preparatory steps

1. Materials, tools and resource persons required.

These would include seeds or seedlings, manure or other fertilizer, plots or pots, etc. Resource persons could be farmers or gardening experts with knowledge of both traditional and new methods of farming.

2. Time allotment
3. Planning sequence of tasks for implementation
4. Choosing type of organization

This segment is very important (see Comments). It is suggested that pupils try out three different types of organization before deciding on one. In the first model the majority of pupils would do some labor under the orders of a small group arbitrarily designated as "directors". In the second, two teams of equal size would compete with each other; the one which did the same labor the fastest would "win" 2/3rds of the food to be harvested. In the last the work and the results would be shared equally and all decisions would be jointly made.

After trying out each model, pupils should discuss their feelings towards others in the group, how they treated one another, and whether or not they enjoyed the work and why. At the end of the three tests they can decide which system they prefer for a community project.

C. Implementation

1. Planting and caring for the vegetables
2. Experimenting with different variables (light, soil, water, fertilizers); comparing the effectiveness of different methods of planting, watering, fertilizing, weeding, disease control, harvesting and storage
3. Keeping records of expenditures of funds, time contributed by each in the class, growing times, weight of produce, etc.
4. Participating in lecture/discussions with teachers
5. Talking with farmers and other resource persons; observing their methods and results

D. Outcomes

1. Distribution of the crop
   Should the seeds be kept for the next crop?
   Should the food be used for school meals?
   be distributed among class families? other families?
   sold? other possibilities?
2. Evaluation
   The class can discuss such questions as

a. knowledge and skills learned
   relating to agriculture?
   to community co-operation?
b. contribution to improving the community
   did the project help the parents? the school?
   the community in general? was the knowledge gained disseminated to others?
c. changes in values and attitudes
   about manual work? school? agriculture?
   group co-operation?
d. process
   how did the organization work out? which were the most effective parts of the process?
   what changes and improvements should be made?
e. the product
   which seeds (or plants) and growing methods produced the highest yield? the best quality vegetables?

UN photo

We must be careful of the food we have; it shouldn't be wasted or allowed to spoil
We must take better care of the land, the forests and the water where the fish live
We must find ways to grow more food on the land we have and use land which has not yet been productive
Greed or waste in one part of the world reduces the amount of food available to others
We need to distribute food more fairly and to share with those who do not have enough
Each person in the rural areas should be able to have enough land to make a decent living

drawing from UNESCO poster

Part III. Co-operation in the World Community - a reading

How do nations work together to meet their common needs? One way they do this is to exchange knowledge and skills through different UN agencies. For example, if they want to grow more and better food for everyone, then they use the Food and Agriculture Organization (FAO). This agency is concerned not only with improving grains and vegetables but also fish, animals, forests and even the lives of people in farming communities.

The nations need to co-operate in these ways because more and more food is needed. Not only do many, many people not have enough nutritious food now, but soon there will be three times as many people living on the earth. All these added people will have to be fed too (see III-B).

Deciding what to do

To work together on this need, the nations do much as you have done in choosing and carrying out your project. First, their representatives meet to decide what should be done. There are many ideas.

After much discussion, the representatives choose actual programmes and projects to prepare and implement. Here are a few examples of work that is being carried out all over the world.

What kinds of work does the FAO do?

- *Food for emergencies: nations are asked to set aside their surplus grains so that they can be sent to people starving because of drought or disasters like earthquakes*
- *FAO assistance: controlling locust plagues, epidemics of animal sickness, erosion and the spread of deserts; mobilizing and contributing funds for agricultural development projects*
- *Experimentation: seeds which yield four times as much grain, plants resistant to disease, improved fertilizer, ways of farming in areas with little rain*
- *Sharing ideas on fish-farming, irrigation, and re-forestration*
- *Encouraging governments to give attention to the needs of people in rural areas*

How does the FAO work?

All these programmes involve meetings between people from different countries. Sometimes countries in a region work together; at other times a government will ask FAO for assistance on a programme. Then FAO may send specialists to help plan what should be done and how to do it. FAO may also train people in the country. Frequently FAO or other agencies will contribute or mobilize money needed to help the project get started.

While a UN agency programme or project is underway, it is frequently reviewed and adapted. At the end, much as you have done in your garden project, it is evaluated to see what has been learned. FAO programmes are constantly being improved on the basis of experience gained in the different pilot projects. For example, specialists from temperate zones used to be sent to advise farmers in the tropics; now FAO helps people from the same kinds of backgrounds to share ideas and techniques.

A sample rural development project in the tropics*

As in many other countries, the population of Colombia is growing. The rural villages can no longer support the people and many leave to try to find work in the cities. There is uninhabited land, however, in the tropical plains where people might make a living.

About nine years ago a young community leader started a center in these plains to help settlers find ways to live off the land. He was able to interest the Colombian government and several UN agencies in the project. The government encouraged people to settle by providing education, health services and transport. The World Food Programme gave the settlers high protein food while they were building their houses and working on roads and other community projects. Of particular interest to the UN Environment Programme was the center's work in helping settlers to use water, sun and wind to power light and irrigation pumps.

The FAO supported the center because it was experimenting in a field of agricultural development needed by

*this sample project is based on a community center in Colombia but elements from development programmes of several UN agencies in different countries have been added.

many countries: how to farm in the tropics. Heretofore many landowners in the tropics had used temperate zone farming methods. They cleared and plowed the land, grew single crops, planted in rows and used large amounts of fertilizer and pesticides. But these methods worked badly in tropical plains; in fact they harmed the thin delicate soil. The center sought ways of farming which would be suitable in the tropical environment.

A specialist from FAO came to the center with some of the plants which had proved effective in similar conditions in Africa. These were roots and tubers which don't drain the soil, millets and sorghums which grow in arid areas, and an oil-producing palm tree which doesn't need fertilizer. He also showed some of the farming methods traditionally used in African tropical areas, such as scratching the soil rather than plowing and planting several crops at the same time and in irregular patterns.

At the same time the community center investigated the vegetation already growing in the area. It was found that some could provide the food needed for a balanced diet; others could be sold. Trees, for example, could be used in many ways without being cut down.

The center is not only intended to act as a model for other centers in the tropical plains in Colombia; it is hoped that the knowledge gained can be exchanged with other countries with unused tropical land. Already the young director of the center has been sent by the UN Development Programme to visit Ecuador and more distant parts of the world.

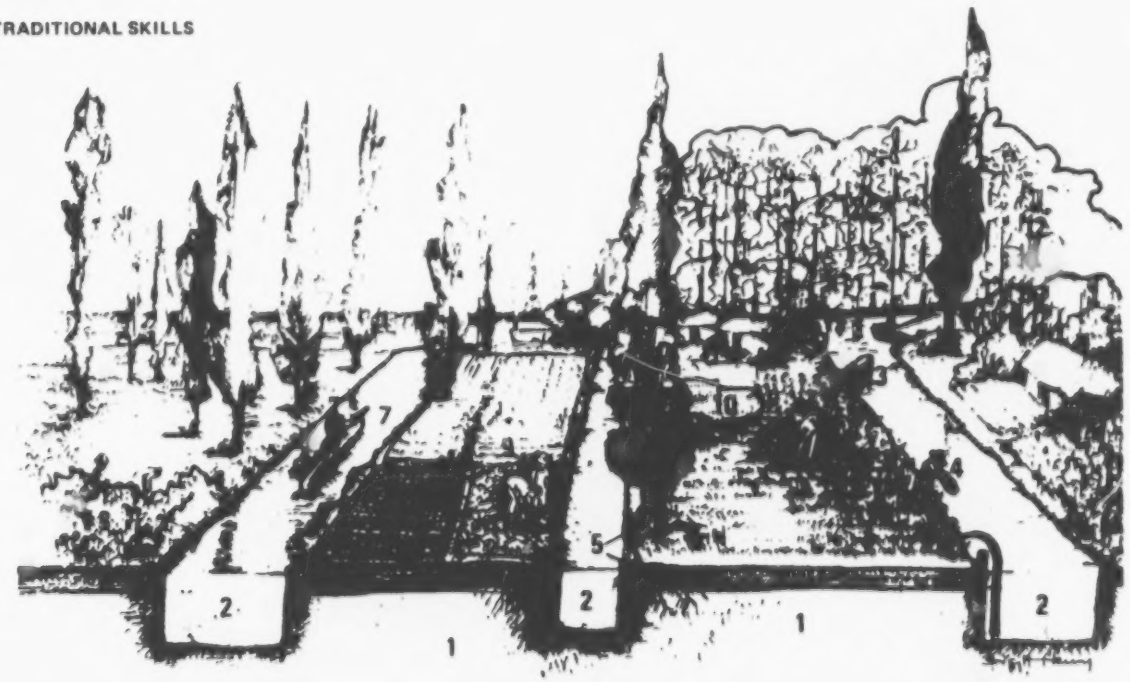
• • • •

This simple description of the work of one of the UN Specialized Agencies can be used as a reading by itself or it could lead to more extensive activities. The class might role-play Colombia's request for FAO technical assistance; pupils could write a journal of the young community leader described or they could do research on tropical vegetation.

Part IV. Review and Conclusions

To terminate the unit, pupils can compare the food situation in the local and world communities and the ways the members of each community work together. Then they can discuss what they learned about the importance of co-operation, the difficulties, the qualities needed and the rewards. The benefits should not only include improvement of the physical environment but also of the relations among people; in other words, when each member contributes, the community becomes a pleasanter place to live.

TRADITIONAL SKILLS



The ancient chinampa system of Mexico is a low-capital, labor-intensive and self-sufficient method of agriculture that could be applied elsewhere in tropical lands, particularly in areas where water is plentiful. This is how the chinampa system works. Small raised plots of land are constructed (1) and separated by a network of water channels (2), which are used for transportation as well as providing a ready source of fish (3), and of water for irrigation (4). Trees and stakes (5) hold the sides of the chinampas firmly in place. The soil of the plot is constantly replenished with organic debris (plant and animal), aquatic plants, and mud (6). The chinamperos scoop up fresh mud from the bottom of the channels and load it into their boats (7). They spread the mud on the chinampa plot before planting a new crop, thus helping to maintain its fertility. A wide variety of crops is grown, including maize (8), beans (9), and green vegetables (10). The seed nursery (11) is an essential element of chinampa farming; seeds are sown in small mud cubes; called chapines, which are transplanted once the seedlings are established. The adjacent tropical forest (12) is a source of many other products used by the chinamperos. Drawing: Etudes and Planification des Communications, Unesco Courier.

OTHER IDEAS

Study and Observation Relating to Co-operation and Food

This unit has been devoted to "learning/doing", not just work practice. This means that children question and find out **why** things grow, **what** people can do to encourage this, **how** people co-operate, etc. Other disciplines besides science could be involved: geography (how groups grow food in different environments); art, music and dance (planting and harvest festivals which reinforce the sense of community); history or social studies (irrigation systems in ancient civilizations).

In hygiene, mathematics or civics, classes could compare food consumption in the home community or elsewhere. Using the graph below, the class could find out if people in your society consume more or less than their share of the world's food. If they consume more, pupils could investigate how much food is wasted every day in their homes and school and then undertake a co-operative project to reduce waste and overconsumption.

Experience with farming is especially important in city schools where children are deprived of the natural environment and may not have as many opportunities for co-operative work. Many such schools try to arrange field trips to the country-side and even longer stays which permit children to participate in the work of the farms.

Another project that your pupils might learn from and contribute to is the scheme to use piglets to earn school funds in the Philippines. Children are given piglets to raise. They make their own pigsties and grow their own fodder. At the end of the school year, the grown pigs are sold for four times their original cost. This pays the school fees and enables more piglets to be bought. (If your class would like to contribute to this project, they should write Co-Action Programme, UNESCO).

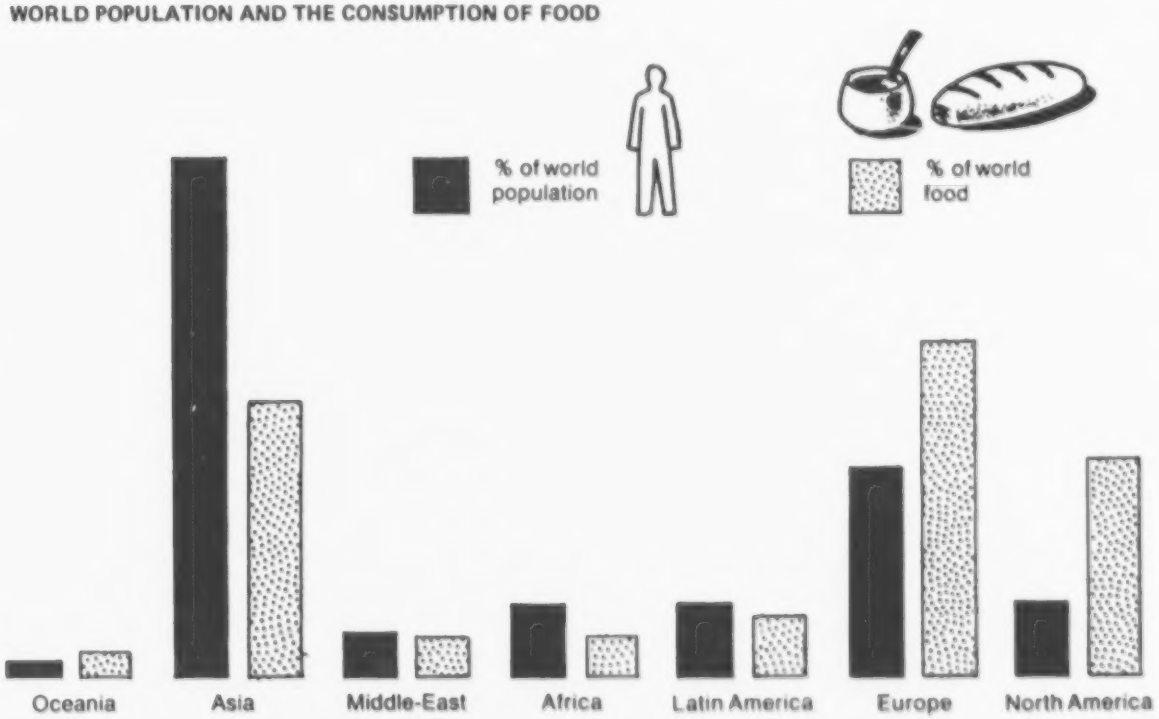
Other Examples of Co-operation

In their studies pupils can be helped to find examples of co-operation for survival. Mates of most species work together to protect and raise their young. Living beings usually co-operate to build their homes. Early man went in groups to hunt larger game.

In their own lives pupils will be able to find other ways that people co-operate. They will probably think of team sports or work such as sea-faring where each contributes his own particular skills to the group activity.

The class could visit examples of community projects. These could be local ones or, where feasible, projects of UN agencies. They might also study the work of the different UN agencies in a single country.

WORLD POPULATION AND THE CONSUMPTION OF FOOD



From **Alternative**, Internationalized Education, published by Norwegian UN Association and Norwegian Committee for UNICEF.

Boys working in the school garden in Trinidad. UN photo.

COMMENTS

Competition in School ?

Singher and the Nobel Prize: "Many writers didn't win the prize and they are still great writers. A prize doesn't change a man's character."

Rationale for competition. In most societies today competetition runs through the entire school experience. Grading according to a child's standing in class, contests, prizes, sports and games - all urge children to "win", "to do better than" someone else or some other group. Why do we do this? Some educators believe that competition in school

- will motivate children to do their best and will therefore encourage creativity, leadership and a drive for excellence
- will prepare children for living in a competitive world. They are supposed to expect that hard work can gain them a "place at the top"; if they "fail", they must be "good losers".

Results of competition in school. Some educators have become concerned that competition is proving counter-productive; they fear that it may actually keep pupils from realizing their full capabilities and becoming co-operative members of society. They wonder whether competition prevents pupils from developing a sense of their own worth, because each is always measuring his performance against someone else's. Instead of delight in exploration, school work creates anxiety about possible success or failure. The most tense are the few with high marks; those with low grades soon lose interest in study. Marking creative work is particularly destructive.

Some teachers also feel that competition is anti-social. Urging children to "beat" others encourages antagonisms and individualism. They often are taught that there is conflict between individual freedom and society and between national sovereignty and the "restraints"of the world community. This seems particularly inappropriate in international education when it is apparent that people must learn to co-operate much more closely in the coming decades.

What can be done? Teachers concerned about the effects of competition have tried many ways to change the situation.

They feel that **different values** need to be emphasized. Much of the difficulty arises from false values inherited from the time when education was largely elitist. Student goals then were "high" marks, "higher" education and a "high" postition in the social and economic hierarchy. In order for education to be useful and meaningful for all, these teachers now show that what matters is what kind of of person one becomes and what one can contribute. Instead of disparaging non-academic work or experiential learning, they help students to develop wide interests and skills of many kinds.

In a world where jobs may be scarcer it is important that pupils believe in their own worth and find satisfaction in the work they are called upon to do (see IV-G). Instead of depending on the opinions of teachers and others, they need to learn **self-evaluation**. There are many ways that they can find out what they feel they have gained from their work. Marks too can help pupils to know how they are progressing in mastering a subject, providing these marks are not based on class standing. (For these teachers marks are not a means for weeding out the poorer students; their goal is a class in which **all** have A's.) Comparisons with other pupils are discouraged.

These teachers feel that individuals grow **through** participation. Instead of bringing personal renown, a pupil's creative work, special skills or outstanding efforts are treated as **contributions to the group**. For example, if an art contest is held, all are considered to have "won" since they have all had the pleasure of creating something, although one painting may be selected to be the class's contribution to a school exhibit. In an essay contest for the literary magazine, the class may choose the piece to represent it (parts of the essays of several pupils may even be incorporated into the "class essay"). If two pupils are selected for a special trip, they attend **for** the class and share the experience on their return. Instead of prizes, pupils receive praise and thanks from the class.

HELP !

Areas of study: Science, other cultures, civics, social studies, geography, mathematics, creative writing
Themes: Community solidarity in emergencies
Related UN function: mutual assistance (Office of the UN Disaster Relief Co-ordinator - UNDRO)
Unit objectives: pupils learn that
- in times of disaster members of communities help one another
- UNDRO co-ordinates and contributes to the help given by UN members

Unit components:
- discussion of emergencies at home
- a radio programme dramatizing hurricane situation reports
- conclusions

Time suggested: 2 or more class periods
Tools: (for teacher: **Basic Facts about the United Nations)**

SUGGESTED PROCEDURES

To the teacher: *The primary material (the "sitreps") given here is just a starting point. Pupils will need to imagine what the information means in terms of the people actually living in the Dominican Republic and then present this in a creative way. They may need help with some of the terminology (although several of the abbreviations are explained in parentheses).*

A hurricane may be frightening to some pupils; if possible, place the main emphasis on the way members of a community respond when there is trouble.

Part I. Emergencies in the Home Community

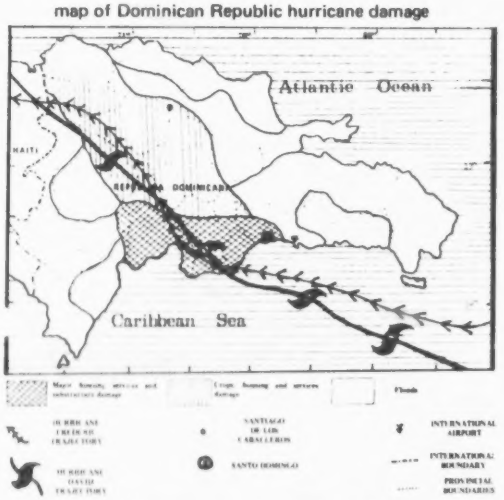
You may want to introduce the topic by asking pupils to describe emergencies they have experienced in which the people helped one another. Discuss who helped and how.

Part II. Large-scale disasters

If a whole city or country-side is hurt by a flood, earthquake, cyclone or some other natural disaster, then many people can be affected and outside help is usually needed. In some parts of the earth these things happen quite frequently In such a disaster a country may turn to UNDRO - the Office of the United Nations Disaster Relief Co-ordinator. This organization helps governments to receive the kind and amount of relief needed as quickly as possible. Through its office in Geneva, Switzerland, and its officer on the spot, it gathers information, calls on countries to help, contributes funds itself, and co-ordinates help given by other parts of the UN, countries and various agencies.

The hurricanes in the Dominican Republic. In late August 1979 Hurricanes David and Frederic swept across the Dominican Republic. This country is located on an island in the Caribbean Sea where there are many tropical storms. Five million people live there, almost half in such cities as Santo Domingo, the capital. ***(Ask the pupils to locate the Caribbean Sea and the Dominican Republic on the globe and to find out about the country's geography, agriculture and how the people make their living.***

map of Dominican Republic hurricane damage



These two hurricanes were among the worst the Dominican Republic has known. Winds up to 240 kilometers per hour, heavy rainfall and flash floods devastated the country. Two thousand people were killed, 4,000 injured, and 125,000 made homeless; about 1,200,000 needed to receive some kind of relief. Buildings, communications systems and farmlands were wrecked. Total losses amounted to over $830,000,000.

Although the Dominican government had made preparations for disaster, they had to ask for extra help through UNDRO. Once the damage was assessed, UNDRO sent situation reports (called "sitreps") to other countries and international organizations. Eight UN agencies, 27 voluntary agencies and private contributors, and 40 countries responded to the appeal for help.

Following are excerpts from some of these "sitreps" sent by the UNDRO Co-ordination Officer in the Dominican Republic. The class may dramatize them in some way which will enable the audience to understand what the disaster was like and how the world's nations helped.

BEST COPY AVAILABLE

Undro Geneva 04Sep79

to: Undro list 1a and 7 plus Undp Santo Domingo

Dominican Republic - hurricane david - sitrep no.1

1. general situation. initial impressions from first report were too optimistic. communications still gravely disrupted and detailed information about conditions outside Santo Domingo still fragmentary. aerial survey by two helicopters is expected to begin today. 120,000 people are estimated homeless in southwest region of Barahona alone.

2. food requirements. it may be possible to meet basic needs from stocks already available to relief agencies in-country.

3. health...medical or paramedical staff sufficient. water purification plants will probably be needed. authorities fear possible outbreak of waterborne diseases.

UNDRO photo

4. agriculture. hurricane has almost wiped out export crops coffee and cocoa. 70-80% basic food crops lost.

5. infrastructure. electricity.most pressing problem is repair of power lines. government estimates about half the damage will be repaired in about two weeks but by then stocks of poles, wiring and transformers will be exhausted..

ministry public works reports 40% bridges in country damaged. is seeking supply of bailey bridges/pontoons plus road clearance equipment.
6. Undro co-ordination officer has departed Geneva for Santo Domingo.

08Sep79 sitrep no.6

1. general situation. now estimated that some 500,000 people will need food assistance for six months. many people still marooned and without food,water or medical attention now for over 5 days.Santo Domingo still without power.
2. health. hospitals need field beds, sheets, mattresses and water purification equipmant, 10 ambulances with portable radio equipment, antibiotics vaccines.
3. outstanding requirements.five 45 gasoil generators..milk products for use for 150,000 children under 5 years of age, 100,000 children aged 5-12,and 40,000 pregnant and nursing mothers..20 road graders..100 prefabricated houses, metal roofing sheets, tools, chain saws...spraying equipment, malathion and abate.
4. infrastructure. according to UNDP(UN Development Programme)expert in road building, some 500 km of main roads and at least 1500 km of feeder roads need repair at total cost dollars 20 million. heavy rains still falling in central and northern parts of country. main highway cut by flooding and big landslide. one area quoted as having 75% of all its housing destroyed. numerous boats sunk or grounded in harbour.
5. Unations(United Nations)team now comprising Undro(UN Disaster Relief Co-ordinator),Undp(UN Development Programme),Fao(Food and Agriculture Organization),Wfp(World Food Programme)and Unicef(UN Childrens Fund) now holding daily co-ordination meeting with government,volags(volunteer agencies)and bilateral donors.

17Sep79 sitrep no. 9

1. general situation. number of people migrating to main cities continues to grow. 139,000 in shelters, 200,000 homeless and some 1,160,000 on disaster relief rolls. some improvement in reestablishment of services but water supply main problem at moment.power supply and telephone being slowly restored handicapped by bad weather. fuel situation very critical.
2. as country moves towards longer term rehabilitation and endeavors to remove refugees from public shelters, there is a very urgent need for nails, lamina (corrugated iron sheets) and timber to help the population rebuild and repair their homes. this all the more a priority because shelters are mostly schools which makes it impossible to reopen them for education purposes.
3. food remains a vital need. major shortage of beans. godr(government of Dominican Republic)estimates needs 9,100 metric tons, onions, garlic, seed

potatoes, tomato paste and canned fish also needed.authorities are planning to distribute rehabilitation phase food and medicine through food for work activities with participation of refugees.

what the hurricane did to a crane in the harbor UNDRO photo

29Sep79 sitrep no.13

1. general situation. electricity,water,communications services improving. fuel supply much improved as refineries return to fuel production.some problems persist in fuel distribution. there are rural communities which still remain cut off. damage to various hydroelectric dams may require up to nine months to repair. much of road network precarious and unusable.

2. contributions. * donors are again kindly requested to advise Undro of their contributions. godr is finding it increasingly difficult to co-ordinate reception and distribution of relief supplies when no lists of contents and no advance announcement of time of arrival.

180ct79 sitrep no.14

1. in light of general consensus that the emergency phase has come to an end the Undro officer has now departed for Geneva.

2. Undro will continue to monitor developments as the country moves into the reconstruction phase and other parts of the UN system assume their sectoral responsibilities according to the needs.

*For want of space, these excerpts have not included the long lists of contributions from donor countries and volunteer agencies. Supplies sent consisted mostly of food, medicine, clothing and shelter and ranged from 10,000 loaves of bread made and distributed daily to pipes, seeds, tents, clothing and blankets, picks, shovels, machetes and 773,000 pounds of baby food. Valuable services were also rendered by helicopters and naval vessels in rescue and relief operations. Nor has it been possible to show the primary role of the Dominican government throughout the disaster.

Part III. Dramatizing UNDRO work in the Dominican Republic

Using what has been learned about the Dominican Republic, the sitrep excerpts, the illustrations and everyone's imaginations, the class can plan and perform a half-hour UN Radio programme.

There are four important parts to dramatize:

1. what the hurricane was like (this might be done through the sound of the wind, etc. and/or having pupils describe the scene they are witnessing - vertical rain, trees bent and huge things being blown about)

2. the effect of the disaster on people (possibly through an interview with a family in one of the refugee shelters, asking what has happened to their home, what they are going to do...)

3. the effect on the country

4. what is being done to help the country to function once again

No. 3 and No. 4 might be dramatized through a meeting of the "Unations team" and donor countries and agencies or through a government press conference. In these, the UNDRO officer and the representatives of Food and Agriculture Organization (FAO), UN Development Programme (UNDP), World Food Programme (WFP), and UN Children's Fund (UNICEF) could report on the situation and what is each doing. The contributions of the World Health Organization (WHO), the UN High Commissioner for Refugees (UNHCR) and Economic Commission for Latin America (ECLA) can be described also. The assistance given could include cash, study missions, cost of air freight, rehabilitation projects, housing, medical and emergency supplies and services of specialists.

Part IV. What We Have Learned

The class can discuss what they have learned from the exercise. Some discussion questions:

- *What are some of the ways people and nations help one another in emergencies in the home community? in the world community?*

- *Does helping one another make people feel closer and more unified?*

- *When there is trouble, is it better to have an experienced organization to help and co-ordinate?*

- *What more do we need to know? For example, do you know how to act in a disaster?*

UNDRO helps governments to know what to do in the case of disasters. Now it is also publishing a booklet for parents, teachers and youth organizations. This tells the precautions to take and how to lessen the effects of a disaster. These precautions include keeping informed, stocking reserves of food, and learning ways to reduce risks of bodily injury and of damage to houses. In primary schools, this may mean keeping quiet and helping parents and teachers. The class could also find out what they will be able to do in the event of a disaster when they are older (should they be the only literate members of a family, they would have special responsibilities).

OTHER IDEAS

Disasters

Disaster relief is an aspect of UN work that pupils find dramatic and easy to understand. They not only learn about natural phenomena but they also discover the reassuring generosity and co-operation of people.

Instead of hurricanes, pupils can focus on earthquakes, floods, landslides, tidal waves, fires, drought or some other disaster. There are many natural disasters happening all the time which can lead to study and activities using several disciplines (for example, in mathematics, pupils can figure out how much food will be needed to feed...refugees for...days, how much metal roofing for...shelters, etc.).

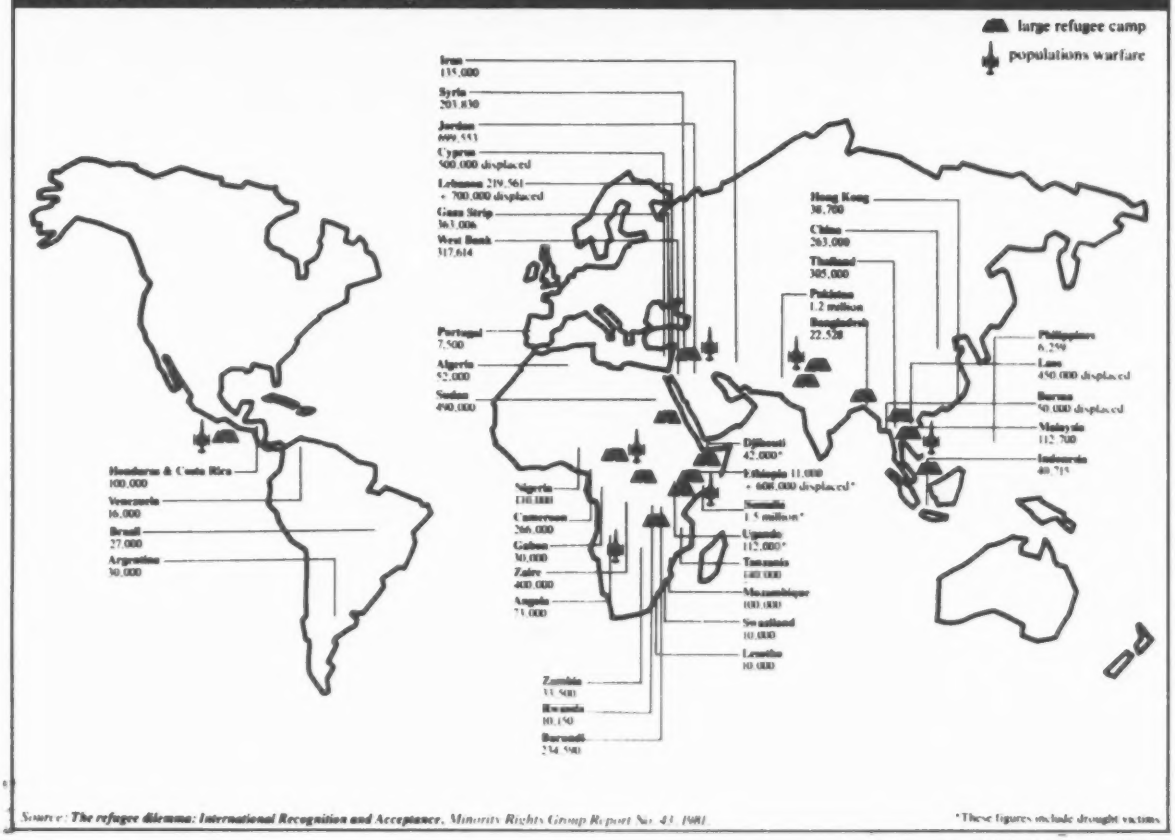
Perhaps clothes are being collected for victims of some natural disaster which has recently taken place somewhere in the world. This could give pupils an opportunity to help actively.

Refugees

The same ideas of how the world community functions in times of disaster could be developed by studying about the UN's refugee programmes. Here

Imagine you are one of the Palestinian refugees shown in this UNRWA photo.

Refugees and displaced persons



Source: The refugee dilemma: International Recognition and Acceptance, Minority Rights Group Report No. 43, 1981

*These figures include drought victims

Refugee map Unicef News 109/81/3.

Again, the United Nations co-ordinates, supports and supplements the humanitarian assistance given by Member States. Many of the same teaching techniques could be used to help pupils understand what it is to be a refugee exiled from home and dependent on the help of strangers. There are personal accounts, such as the following by three 12-year old refugees:

"In my family we sometimes speak about the past. But not too often because all of us want to forget the past. We don't think about the future either because we don't know what the future will be."

"What will make me happy? I don't know. I have no hope of finding happiness."

"After my parents were killed, I fled the village with my little sister and my two little brothers. I have protected them ever since. Sometimes they are very naughty and I scold them. But they listen to me. I want to become big and strong when I grow up so that I can protect them better."

COMMENTS

The United Nations' Humanitarian Work

At the primary level it is tempting to present the United Nations as a benevolent "helper" - an organization devoted to alleviating misery everywhere. The UN does indeed do much to help with refugees and victims of natural disasters. Nevertheless, one should avoid implying "never fear; the UN is here" - a simplistic message which raises unrealistic expectations.

In humanitarian assistance, as in other fields, the United Nations' capabilities and role are limited. Even in a disaster, the UN mainly co-ordinates and supplements the work of national governments and voluntary organizations.

Nor should pupils think that UN help is paternalistic. As human beings and as members of the UN, people have a right in emergencies to receive help from their world organization.

Children should also be aware that humanitarian assistance is only one aspect of the UN's work, just as dealing with emergencies is only a part of a community's activities. Even at an early age, children can realize the extent and variety of UN responsibilities.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Dear Unitedi nations members,
I hop you can stop the war
an no one gets killed.
I wood liek Pese

Love Donni

BEST COPY AVAILABLE

Section III Lower Secondary
Grades 7 - 9 Ages 12 - 15

THE GREAT WORLD CHANGES

Synopsis

Some have called lower secondary the age of adventure. Students have growing confidence in their abilities and their relations with others. They enjoy new places, people and experiences.

Carrying forward the idea of an international community introduced at the upper primary level, this section shows some of today's great adventures as nations dare for the first time to work together for the betterment of the world as a whole. The changes fall into two patterns: in the first, countries and people seek to realize their own special potentials; the second movement is towards common approaches and actions. These changes have called for new ideas, values and behavior.

General goals

Through learning about world changes students will
- identify major trends in the world today
- perceive how world changes affect people's lives
- become aware of the UN's role in the transition towards a world community

Units

A. **Where Are We Going?** An imaginary visit to UN Headquarters introduces the idea of a world in transition.

B. **More and Less.** Rising population and limited resources require changes in the ways people live. Statistics are translated into human terms.

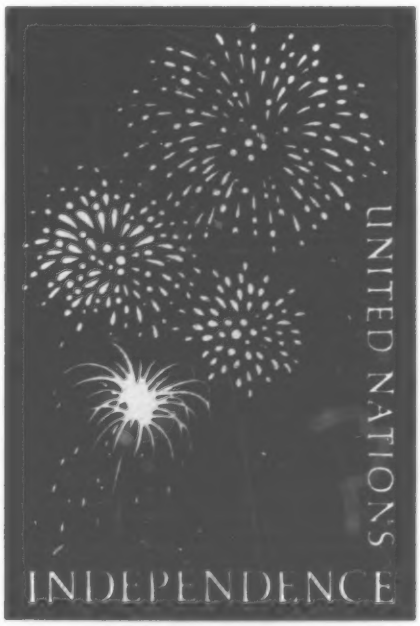
C. **Serving the World.** As participants in a drama about the UN Secretariat, students learn to view the world as a whole.

D. **Towards Independence.** A mock newspaper dramatizes changes brought by decolonization. Following political independence, nations are trying to become culturally and economically self-reliant; this movement is shown by a community development center, described in a UNICEF field officer's letter.

E. **People: Women and Men.** Discrimination limits the development of both men and women. Through interviews and readings students analyze people's ideas of women's and men's roles in marriage in different world areas.

F. **Arteries of International Life.** Communication acts as a vast circulatory system maintaining the life of the international system. Students mount an exhibit of the work of ICAO (International Civil Aviation Organization) to present this idea.

G. **Water, Water Everywhere...** People must co-operate to insure that all have fair shares of precious resources. This theme is developed through a home exercise, a UN Volunteer's account of a water-scarce village, a case study of regional co-operation and a local community project.

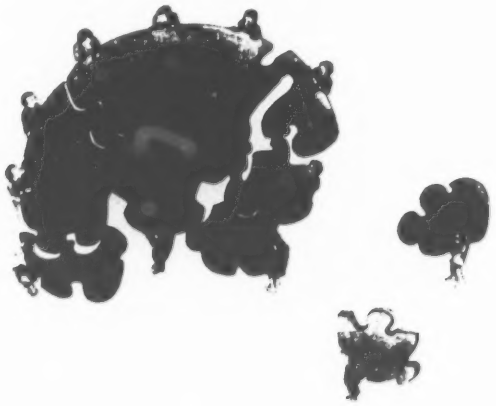


WHERE ARE WE GOING?

Areas of study: History, civics, other cultures, contemporary affairs, art, architecture, writing skills
Themes: World changes
Related UN function: an instrument for increasing international co-operation (UN Headquarters)
Objectives: to help students to
- widen their interest and curiosity in the world beyond their local communities
- become aware of the movement towards a world community and the United Nations Member States' central part in this movement
- realize that these developments affect people's lives and students can themselves contribute
- develop positive feelings towards international co-operation

Unit components:
- preparatory exercises
- a real or imaginary visit to the Headquarters of the United Nations or of some branch of the UN system
- follow-up assignments

Time suggested: 3 or more class periods
Tools: **Basic Facts about the United Nations**: (optional: **Your United Nations: the Official Guidebook; United Nations : Image and Reality; UN Today (Suggestions for Speakers)**; the film WORKSHOP FOR PEACE; posters; slides of UN Headquarters.



The Siren, UNEP, No. 6

SUGGESTED PROCEDURES

To the teacher:

This unit is intended as an introduction to secondary school study of the United Nations. It can also be used as preparation and follow-up to an actual visit to UN Headquarters or to headquarters of the Specialized Agencies, regional offices or the nearest UN Information Centre.

Such a visit - real or imaginary - should not be focused on amassing facts which can be found in books. Instead students should gain an impression of the **range of UN concerns,** *learn the UN's* **three principal fields of work** *(peace, justice and independence, and development) and perceive what* **international co-operation** *involves. This is enough. The rest will be the experience of actually being at the center of world happenings (see* **COMMENTS** *at the end of this unit).*

To the students

Part I. Preparation

As part of your study about the United Nations this year, you are going to visit UN Headquarters. This will not be like any excursions or sight-seeing trips you may have made. United Nations Headquarters is not a tourist sight or a cultural monument. You will be leaving your country and going onto international territory. There you will see a great experiment: for the first time in history people are working together to try to improve the **whole world.**

Before going you will want to think about the UN and make plans.

A. The journal

To help you prepare, to make sense out of what you see and to evaluate afterwards what you have gotten out of the experience, keep a journal. This can be a public one through which you share the visit with others or it can be private, recording your personal feelings and reactions. Either way, use the form that follows and then add your comments, pictures, stamps or anything that will help help you to remember what you found important.

JOURNAL OF MY VISIT TO UNITED NATIONS HEADQUARTERS

Before the visit

My personal ideas about the United Nations *(fill this out before reading or talking about the United Nations)*

a. Five words I associate with the United Nations

b. The United Nations is *(check the ones you think apply or write your own definition)*

( ) a world government ( ) a forum for expressing different national points of view ( ) an agent for peaceful change ( ) an association for developing the world community

c. Youth around the world have expressed many different feelings and expectations about the UN. Grade the following according to whether you agree wholeheartedly (1); agree with reservations (2); undecided (3); partially disagree (4); or disagree completely (5).

( ) The UN doesn't interest me; it's too complicated and far away.

( ) The UN is exciting because of all the diplomats from different countries and because there you can see history being made.

( ) The UN is important because for the first time nations have a tool with which to work together on world problems.

( ) The UN is useless. All the nations do is talk; they can't be forced to put the needs of the world community ahead of their own self-interests.

( ) The UN is great and will bring eternal peace.

( ) The UN has moral force; it has set standards of decent international behaviour which most nations live up to. It has helped people to become aware of injustice and to do something about it.

( ) The UN can do nothing about war, injustice, and poverty as long as people fear and hate each other.

( ) It doesn't matter how nations feel about each other if they are willing to respect each other and work together

( ) The UN has already accomplished a great deal but more must be done to bring about really profound changes in the world.

( ) I suppose the UN is all right; I really haven't thought much about it.

( ) Where else is the hope?

At United Nations Headquarters

(read this before your visit and fill it out during or after)

1. UN ideas

At the UN Headquarters you will see and hear many, many things. They all relate to a few basic ideas about the UN which are listed below. On the trip try to find examples which illustrate these ideas (i.e. for "peace" you might write down "the design and colors of the UN flag").

a. The UN belongs to the people of the whole world
example

b. The delegates from the different Member States
- represent their nations' interests *example*
- contribute in their own ways *example*
- try to co-operate for the good of the world community *example*

c. The international civil servants (UN Secretariat) have to think and act in terms of what is best for everyone
example

d. Through the UN nations work together for
peace *example*
justice *example*
development *example*

2. UN work

The United Nations system enables nations to work together in various ways on matters which concern them all. *Check below those activities you learned about during your visit:*

( ) collect and share world-wide information
( ) negotiate international agreements
( ) try to create more just economic and social systems
( ) help in disasters and other emergencies
( ) deal with basic human needs; water food health shelter employment
( ) help individuals and nations to develop through education, training, technical assistance
( ) promote economic development through technology, fair trade agreements, long-term loans
( ) other activities (specify)

On return home *(to be filled out soon after your visit)*

1. Look again at what you wrote at the beginning of this journal. Note here (or in the original text) any ways your ideas may have changed.

2. On the visit I was surprised to discover that

3. At the Headquarters I was most impressed by

4. I was disappointed in

5. I now think that international co-operation

6. I would like to learn more about

B. Research and planning

Once you have prepared your journal and written out the first part (your personal ideas about the UN) it is time for the class as a whole to decide on its programme for the visit. For ideas review information about the United Nations in your textbook or **Basic Facts about the UN**. Then choose which you would like to do:

( ) tour the buildings
( ) go to a UN meeting
( ) see a film about.....*
( ) talk to someone who works for the UN about....*
( ) other (specify)

* In suggesting topics, choose ones of particular interest to you, regardless of whether you are familiar with UN activities in this area. For example, you might choose "youth programmes", "outer space" or "pollution".

Finally make a list of questions you would like to ask your UN guide or the person who will brief you. These should not be factual, such as "how many...?" "how much?" "how often does it meet?" or other questions whose answers you can find in your textbook or **Basic Facts about the UN**. Rather they should be ones which help you to **understand** the UN - its significance, how it has developed and how international co-operation works.

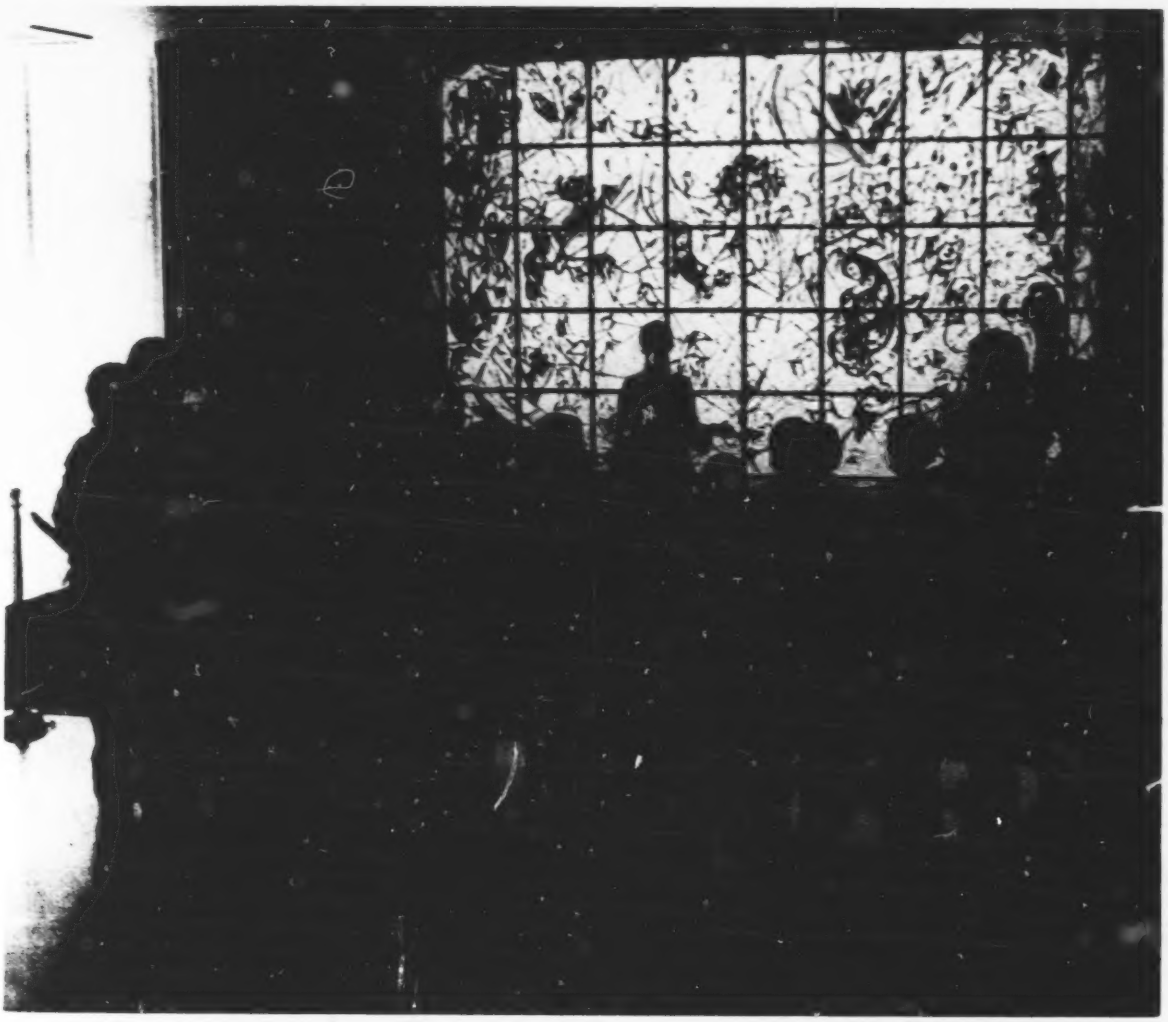
Part II. The Visit

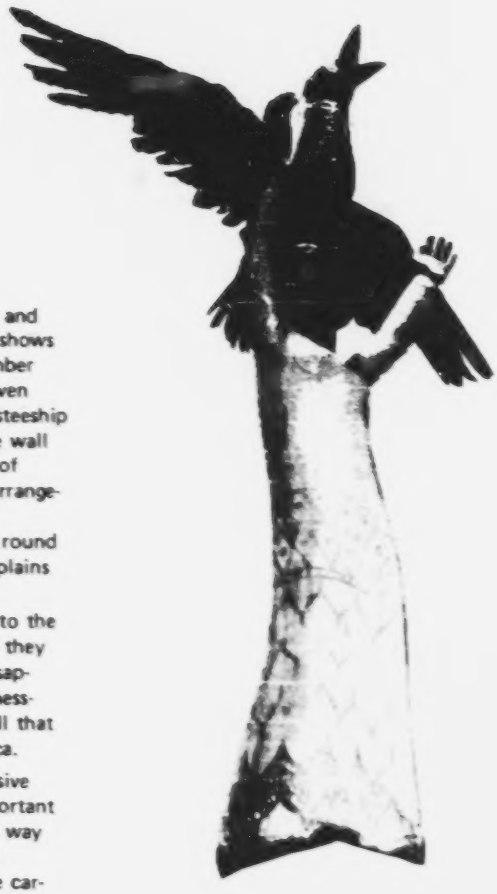
To the teacher: The following description of an imaginary visit to United Nations Headquarters is derived from the actual experiences of many school groups. It is described as though seen through the eyes of a student between 13 and 15 years old. You may wish to assign this as a reading or to read it aloud yourself, adapting the season, programme and names so they fit your class's circumstances and adding your own details to make the imaginary visit realistic and exciting. [Some possibilities are suggested in brackets.] If your class is actually going to visit UN Headquarters, you may prefer to omit Part II.

III-A

Finally we are here at the United Nations! We stop across the street to look at the buildings. We recognize two of them - the General Assembly with its flat white face and farther back the tall Secretariat building. Near us flapping noisily is a long line of flags with lots of reds and other colors, very bright in the sun [snow]. Behind and higher flies the UN flag, cool blue and white. We cross the street and enter the UN grounds. After climbing a few steps onto an enormous terrace, we pass between the guards in blue uniforms.

We go through revolving doors into the lobby. It is light and very tall and there are many people of different nationalities coming and going. Luckily there is a reception desk and we find our group is expected. Soon we are welcomed by a guide and start off on a tour of the buildings. Our guide is wearing a gold and purple robe instead of a uniform and she says she is from Mali. She speaks quietly and with an accent slightly different from the one we are used to. At first we find her hard to understand, but then we improve as we go along. She seems quite young but she knows a great deal about the UN and tells us many things.





Freedom!

The Tour

We walk through marble halls with walls of glass and lights scattered like stars in the ceilings. Our guide shows us the many presents given to Headquarters by Member States - statues, paintings, historical treasures, and even the decorations of meeting rooms. We like the Trusteeship Council Chamber made of warm, pale wood; on one wall there is a statue of a figure releasing "the blue bird of freedom". There seem to be many circles - in the arrangement of meeting rooms' seating and, in the General Assembly, the huge gold insignia of the UN and the round dome encircled by more starry lights. Our guide explains that the circle stands for equality and unity.

We are never on the same floor as the delegates to the UN but in places we can watch them from above as they come into their lobby or sit in meetings. We are disappointed that most seem to be wearing Western business-style clothing. However, from their faces we can tell that the majority are from Asia, Africa and Latin America.

In some ways the buildings seem vast and impressive and make you aware that the United Nations is important to the world. But they are not cold and formal the way some government buildings are; there is warmth and variety in the shapes of the rooms and corridors, the carpets, the sun, the windows and the lighting. It all seems very human, as though to remind you of "we, the peoples" of the United Nations.

Security Council Meeting

The guide tells us we will be able to attend a meeting on a peace issue. The Security Council, which only meets when needed, has been called into session today to deal with an outbreak of violence between two countries [if the media have recently covered an incident like this, you could name the countries].

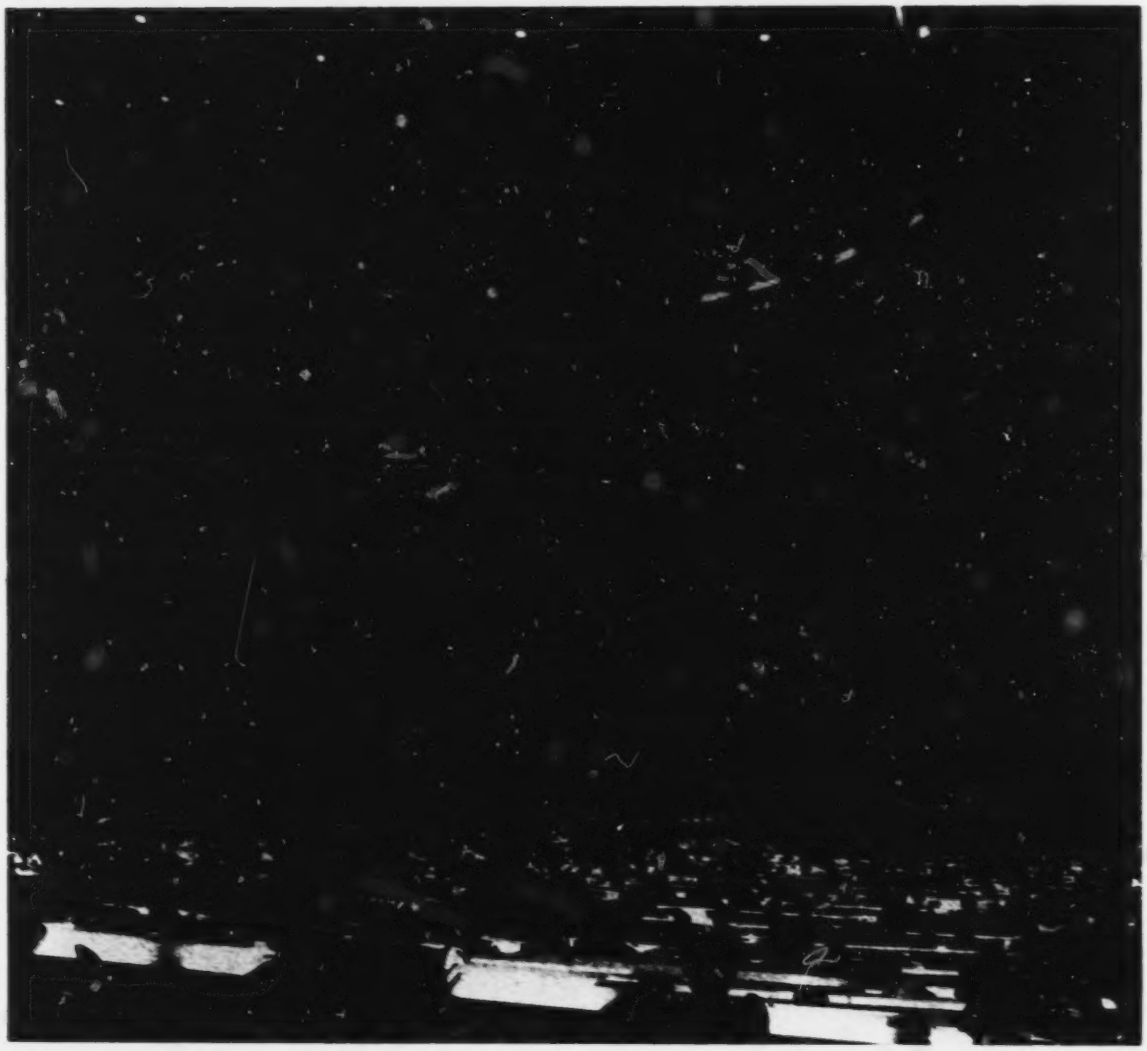
In the Security Council chamber the meeting is already underway when we arrive. The delegates are sitting at a horseshoe-shaped table. Although we are in the public section behind the press, we are near enough to see the delegates turn occasionally to talk to their advisors sitting behind them. After awhile we also notice the UN Secretary-General next to the President and, in the center of the horseshoe, the UN rapporteurs keeping a record of the meeting. Along the walls we can dimly see the interpreters behind the windows of their booths.*

The speaker is saying something in a language unknown to us, but we put on the earphones that we find on the arms of our seats. We turn the dials until we locate the speech being translated into a UN official language we can understand. The first speaker seems to be protesting a raid on a refugee camp by the troops of another country. Women and children have been killed. Next the representative of the accused country answers that the raid was in retaliation for a terrorist attack on one of his schools. Their two accounts of what happened don't agree but there is to be a report by UN observers on the spot.

The speakers don't seem to be talking to the other members of the Security Council; they use complicated words and act as though they were addressing the whole world. It seems to us that each only sees the difficulty from his own country's point of view. Yet they both want the same thing. As one says, "I want to have a country I can call my own. I want to live among my own people, to speak our own language, to have a home where my children and my children's children can live in peace."

The speeches go on for quite a while and we have to leave before they're finished. After lunch we buy postcards and beautiful UN stamps and mail them at the UN Post Office. Then a guide comes to take us to the screening room to see a film. She leads us through the Secretariat building where the public ordinarily cannot go. On the way she lets us look into the radio rooms and press section where reporters from all over the world will soon be sending out news of the meeting we have just attended.

*See illustration in III-C.



A session of the General Assembly

Film

We have asked for a UN film on human rights and are shown one on the ways countries are trying to improve prisons. We discover that the United Nations adopted Standard Minimum Rules for the Treatment of Prisoners which can be used to insure decent prison conditions. The first part of the film shows a traditional kind of prison where prisoners are disciplined for their crimes. Next there are new "open" prisons in two countries where imprisonment is used to educate, teach skills and help the offender find a place in society.

The Briefing

To go to the briefing which we requested, our guide takes us along one of the delegates' floors. We file past a guard and through doors marked "Push" and "Poussez". In the halls we see men and some women talking in small groups. Occasionally a loudspeaker announces a message for someone. There is a huge board on one wall listing the meetings for today. We notice Ad Hoc Committee on the Indian Ocean, International Law Commission, United Nations Council for Namibia, Intergovernmental Committee on Science and Technology for Development, Commission on Transnational Corporations and many other subjects we had not thought the UN would be considering. We even glimpse a meeting in session and imagine what it would be like to walk in and take our places as delegates of different countries.

Our briefing room is one used for committee meetings. There is a window looking out onto a garden where delegates are strolling among the flowering trees [or roses, depending on the season you have chosen]. Inside are flags and a map of the world with pins of many colors stuck into it. At the table we sit behind plaques bearing the names of Member States (including one for our own country).

We have a little time to talk over the questions we prepared and to suggest some new ones; we decide on two.

A tall, thin, dark man hurries in. Our guide introduces him as our briefer and gives his name and a very long title. He says he is sorry he is late - something about the Secretary-General's leaving on a trip to Southeast Asia. He asks us a bit about ourselves, why we've come and what we think about the UN. His voice is deep and musical; he speaks to us in an informal, natural way. Then he asks if we have any questions about what we have seen today. We ask the two we had selected: "What do you think the UN has really accomplished?" and "What kind of work do you do?"

Mr. D. says, "I'll talk about both your questions together, beginning with a story. Soon after I had come to the UN from Costa Rica some thirty years ago, I met a school group rather like yours. They had visited many of the same parts of the UN buildings that you have, but they were also to have a special privilege: a visit with the President of the General Assembly. That year it was the delegate from India, Madame Pandit. I went up with them to her office on the 38th floor of the Secretariat building. I remember her saying to the class, 'When I was growing up in India, I read all the adventure stories I could find - books like **Robinson Crusoe** and **Treasure Island**. But now that I'm older and have come to the United Nations, I have discovered that the things that are really and truly happening in the world today are more amazing and more wonderful than any imaginary tales.' I too came to feel this, as I worked for the United Nations, first on projects in just about every part of the world and now on a job which gives me an overview of the work of all the Specialized Agencies.

"When people ask me why I work for the UN, I usually just answer that I like the view. Actually I'm not talking about being able to watch the boats from different nations on the river below my office window. What I mean is that through my job I can see all the great changes sweeping the world today. What then are they?

"First there is the change in **how we view the world**; for the first time we can see it as a whole. Now we know more about the environment and all the genetic links; we can see the earth as a single physical system. We can also see human beings as a single race. We are aware now that what happens in one part of the world affects everybody. We can also see our links with people who lived before us and with those following us. We can see more and more clearly what the world will be like when billions more are living on this earth and trying to share its limited resources.

"The second change is **the way we view people** - each one's dignity and rights. We don't accept anymore the idea that the few powerful and rich should have all the privileges. Empires have given way to independent nations. We are trying to build economic and social systems which are fair to all people. Women, old people, minorities - everyone should have a chance to have a decent life.

"The third change - in some ways the most amazing of all - is the way we are beginning to act as a **world community**. This doesn't mean that people have stopped competing with one another yet, but at least we are getting in the habit of co-operating. Of course, this is the first time in history that we have had the means to act together; in other words, after trying several times, we finally have a workable world organization - this United Nations.

"At the UN people don't just talk things over. All those delegates you saw in meeting rooms and in corridors were planning ways to make the world better. Then the governments and people at home and we in the Secretariat try to carry out these plans.

"What are we working on? Well, we actually dare to believe that it may be possible to do away with hunger, sickness, ignorance, even poverty and wars which have prevented people from living decent lives.

"Naturally there's a big gap between what we would like to do and what we are able to do now. For example, we know that we have the capability to grow enough food so no one will be hungry, but to do this improved techniques and better grains need to be spread to areas which are not producing at full capacity; waste must be eliminated and the produce shared fairly. And, of course, population can't be allowed to grow beyond what the earth can support. This takes a long time. It needs patience and commitment and skill - learning as we go, being flexible, trying to use the best of the old and developing new ways as well. All this depends on what nations and people do; everyone must co-operate and contribute.

"You may think this sounds like some idealistic dream. It isn't. Each day I learn about new work being tried out in different parts of the world. I **know** the world is changing, that the community is growing and that the UN is at the center of all this.

"When you go back to your school and community, you can discover more about these changes and what the UN is doing. Then you may find, as I do, that what is happening is more fascinating than science fiction. But don't think that all this is far-off. The United Nations really is people - the people of the world. You are part of the UN and what you do in your life **can** help make the world better.

"Do something needed in your community - something that interests you - and work hard at it. It may seem to you that individual people can't make much difference but it is like a festival of lights: each person lights a candle and, behold, the whole night is ablaze. Your effort multiplied by millions makes a mighty force."

Part III. After the Trip: Review and Action

Review

Go back to your journal and fill in the sections "At UN Headquarters" and "On return home"; add your personal comments and impressions. Then the class might discuss some of the answers given to different questions.

To pull the experience together you also could

- compose a letter thanking the briefer and Visitors Service and commenting on the programme
- write a composition on a topic such as "Our United Nations", "The differences between the Headquarters of the UN and of national governments" or "How the UN affects my life".

Extending the experience

The trip - real or imaginary - should have generated many questions. Choose one topic to investigate - preferably something concrete close to the concerns of your local community - and read about how the United Nations may deal with it.

OTHER IDEAS

As shown in "Extending the experience" above, this introductory overview should be followed by another unit in Section III or IV or other study which takes up in greater detail some areas of special interest.

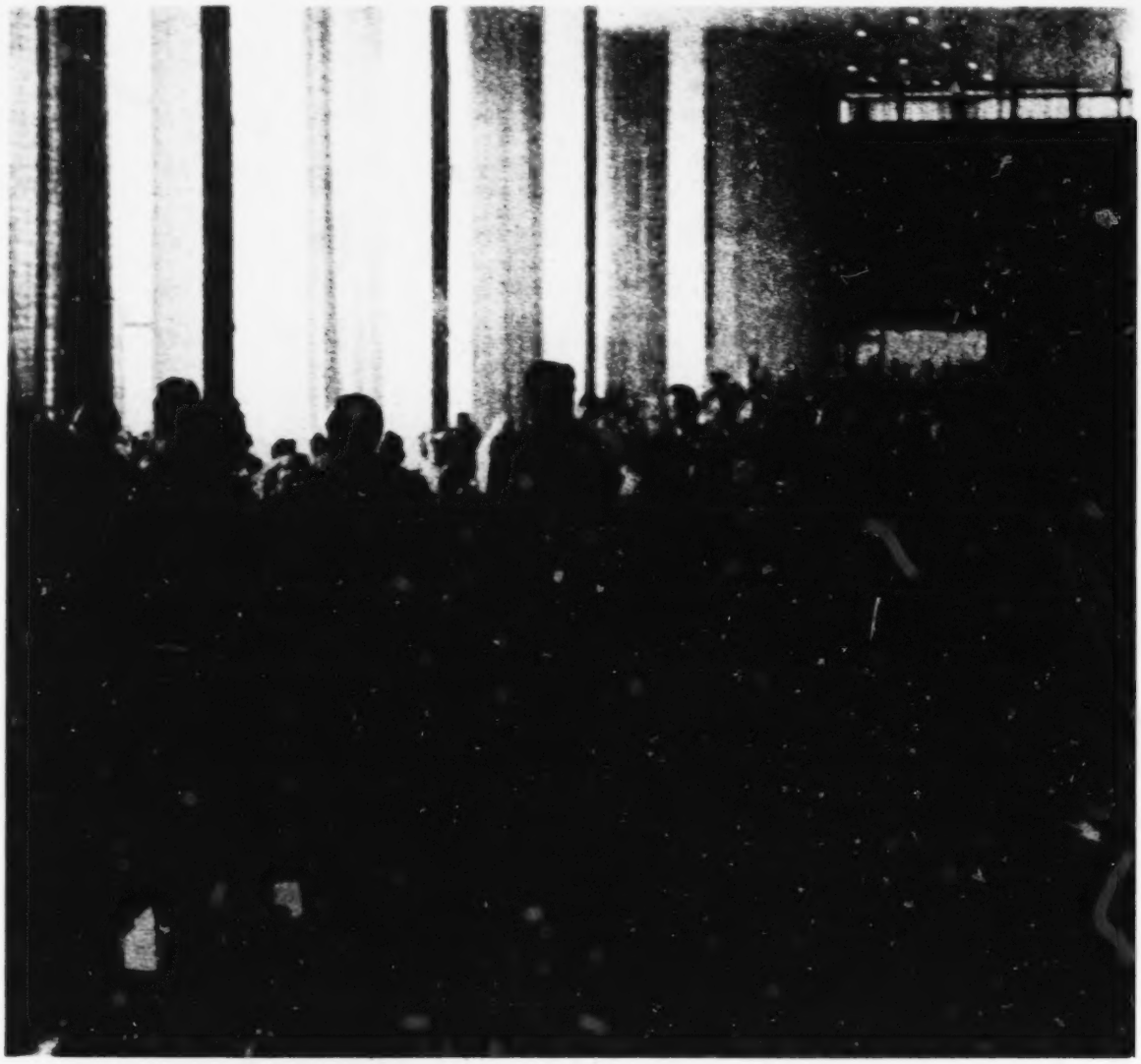
Before or after the visit to UN Headquarters you may wish to investigate community organization at home. This can enable students to examine who participates, how work is divided, how agreements are enforced, etc.

Students may be interested in their own country's role in the UN (see IV-F). They might research how a particular issue was handled in meetings and behind the scenes during the General Assembly or Security Council.

UN guides - their selection and training - would be an excellent topic. Students might role-play a guide's presentation and answers to questions from the group.

Visits to offices of other UN agencies or UN Information Centres can be just as interesting as visits to United Nations Headquarters. Regional headquarters such as those in Addis Ababa, Bangkok or Santiago have beautiful buildings, flags and gifts from many nations comparable to the ones in New York. The headquarters of the Specialized Agencies in Geneva, Nairobi, Paris, Rome, Vienna, and other cities are equally worth visiting. Nearer at hand, field offices of UN agencies and UN Information Centres may seem more ordinary to your students but they have many resources of interest to school visitors. As well as international staff, libraries, films, slides and posters, there are resource people familiar with the work being done by UN organizations in your own country. For these visits you can adapt many parts of this unit, such as the preparatory steps with the students, planning the programme with UN personnel at the site and the follow-up activites.

"Corridor diplomacy" in the delegates lounge



COMMENTS

How To Increase the Educational Value of UN Visits

This unit has shown some of the elements you may want to consider when undertaking a visit to the headquarters or offices of any part of the UN system. These visits offer a great deal to students. In addition to tours of the premises, there are well-qualified information personnel and audio-visual and other materials. As with any field trip or international experience, however, what the students derive from the visit depends largely on what you and they put into it. To benefit fully from the opportunities, students must be adequately prepared, the programme tailored to their backgrounds and interests, and on their return the ideas and leads should be further developed.

A student-centered programme. The goal of the visit is not to fill the students with a lot of information about the organization of the UN. The visit is an experience which can help the students to understand more clearly the world and their places in it. If such an experience is really effective, students will feel that they have grown and changed.

In the preparatory period therefore it is helpful to use some device, such as the first section of the journal in Part I, which will enable students and you to discover their ideas and attitudes. Through this you will find out where their views are limited, which misconceptions need to be corrected and what their special interests are. This will help you and the class to plan the programme. Later the students can review their original perceptions in order to become aware of ways they may have been changed by the experience.

Significance. A trip to a UN headquarters should not be treated as an excursion or a tourist sight-seeing expedition. In the preparatory period you can help students to understand that the buildings and the work undertaken there represent a major step in human history. The programme itself should reflect this (to stop for a short period at the UN offices and then hurry off to sight-see can undermine all you may have said about the UN's importance). You may find it helpful to dramatize the moment of entering international territory.

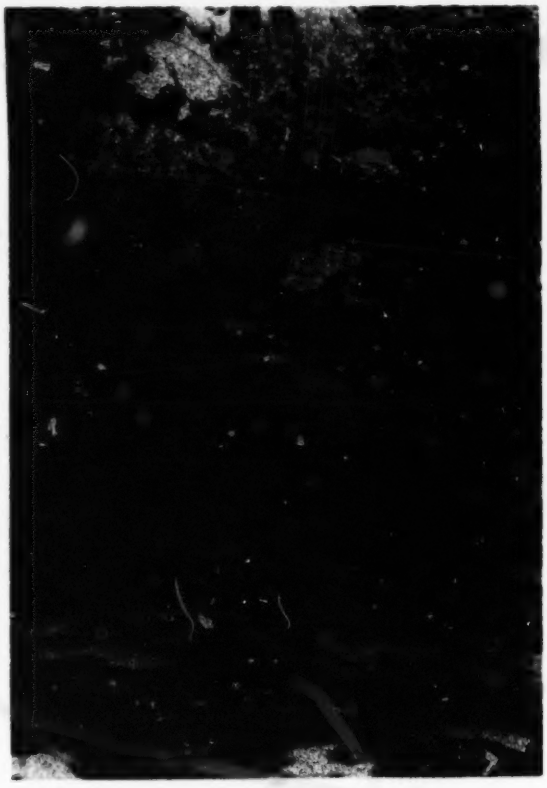
Clarification. Don't try to have the students learn everything about the UN in a few hours. Not only would this be impossible (even in a few years) but it would serve to complicate a subject which they may already fear is confusing. The objective is not to learn facts but to **understand.** In preparation and during the visit it is better to concentrate on a few basic ideas; on return time should be given to sorting out impressions and reactions.

Honesty. Don't let students expect that the visit is intended to "sell" the UN. You probably do hope that students will develop positive feelings about international co-operation and that they will learn about some of the very real accomplishments of the UN. Nevertheless there are difficulties inherent in the UN's work. It will help students to hear the guides and briefers be very honest about how slowly nations are learning to act in terms of the common good.

The concrete. Your students will, of course, understand and remember the concrete better than generalities. Being present at a meeting, using the earphones, passing delegates in the lobby talking a language different from their own - these give a feeling of reality. You should also ask that the guide and briefer give specific examples of the UN's work in the field. This will help the class to realize that the meetings they are witnessing actually affect the lives of people now and in the future.

Personal contacts. Many students want to feel that they have had personal contact with someone in the organization and that they have been treated as a group with a particular identity. At times when the UN is especially busy with meetings, this can be difficult. Nevertheless the visitors' services and information officers do try to respond to the wishes of school groups which have prepared for the visit and have special interests. You may request also that your briefer be familiar with students of the age in your class and that time be left for questions.

Participation. The trip will be more effective if students also have an active role. They can help choose the programme topics and components and on the trip carry out assignments and responsibilities. For example, some students go as representatives of their school newspapers, taping and photographing parts of the visit and even conducting special interviews. This kind of participation gives them the sense of "our United Nations".



III-A

At the United Nations you will see many

PEACE DESIGNS

Which one would you choose to be the symbol for the International Year of Peace?

Design a peace symbol of your own.

MORE AND LESS

Areas of study: Mathematics, social studies, biology, civics, history, area studies, geography, architecture
Themes: People - their numbers, their survival, the quality of their lives
Related UN function: lookout for future world developments (UN population activities)
Unit objectives: to have students explore
- how population growth affects each person's chance for a full life
- how each person must make responsible population choices and use the earth's resources wisely and fairly
- the need for increasing co-operation at all levels to better the quality of people's lives

Unit components:
- statistics about population growth world-wide and in the students' own families
- visualization of changes to be made in the local community to meet the needs of 3 times the present population
- personal questions on how population considerations affect the kind of lives students may wish to lead

Suggested time: 2 or more class periods
Tools needed: None

SUGGESTED PROCEDURES

To the teacher: *How you teach about population depends, of course, on your local situation. In large parts of the world where the changes brought about by population growth are readily apparent, teaching will not be difficult. People elsewhere are also affected but changes may be harder to see. Possibly in your community people continue to need large families for labor and security; there may still be trees, uninhabited spaces and unused resources. Nevertheless, your government may be concerned that recent rapid growth in population means that there is a much larger percentage of children under sixteen and growing numbers of older people. The effects of unlimited population growth may not yet be fully visible, but it is important even now to think about them and take action which will insure a decent life for all people on the planet. Perhaps some parts of this unit may help you teach about these ideas.*

A family meal
Photo UN/UNRWA

To the students:

Part I. The Most Important Change in Your Lifetime

There are many changes in the world these days, but there is one that may make the greatest difference to everybody's life: **the population of the world is expected to triple within 75 years.** Is this true? and why is it so important?

A. The World Picture

The United Nations has been compared to a watchtower, manned by lookouts ready to warn the world of trouble approaching. A few years ago the call was given: *The number of people on earth is growing faster and faster. If we don't plan now, there may soon be more than the world can sustain.*

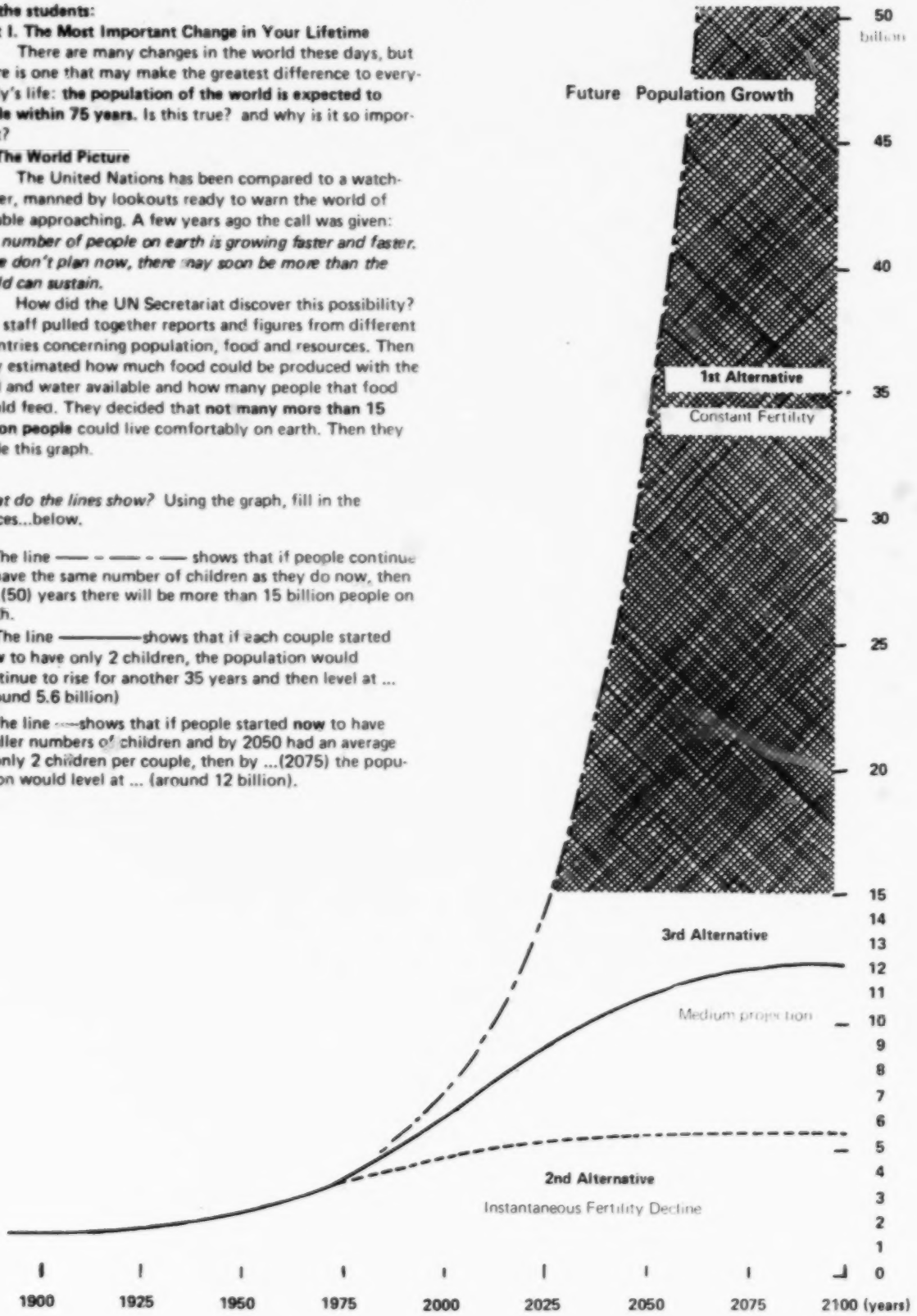
How did the UN Secretariat discover this possibility? The staff pulled together reports and figures from different countries concerning population, food and resources. Then they estimated how much food could be produced with the land and water available and how many people that food would feed. They decided that **not many more than 15 billion people** could live comfortably on earth. Then they made this graph.

What do the lines show? Using the graph, fill in the spaces...below.

a. The line —— - —— - —— shows that if people continue to have the same number of children as they do now, then in...(50) years there will be more than 15 billion people on earth.

b. The line ————shows that if each couple started **now** to have only 2 children, the population would continue to rise for another 35 years and then level at ... (around 5.6 billion)

c. The line ----shows that if people started **now** to have smaller numbers of children and by 2050 had an average of only 2 children per couple, then by ...(2075) the population would level at ... (around 12 billion).



B. Family Options

1. Begin in the year 1900 with 2 couples. Make two drawings showing the families from 1900 to 2100. In the first drawing show the members of the families if each couple had **2** children; in the second the members if each had **4** children. You may use as a model the drawing below which shows the growth in the families if each couple had **3** children.

Year	Total born in the generation(a)	Total alive at that date(b)
1900	4	4
1925	6	10
1950	9	23
1975	12	27
2000	18	39
2025	27	57
2050	39	84
2075	54	120
2100	81	174

2. Write a) the total born in each generation
b) the total alive at that date
as shown in the drawing above.

Note: to find b) add the totals of the last three generations; for example, in this model the total alive in 2000 is the sum of those born in 2000, 1975, and 1950 (18 + 12 + 9 = 39).

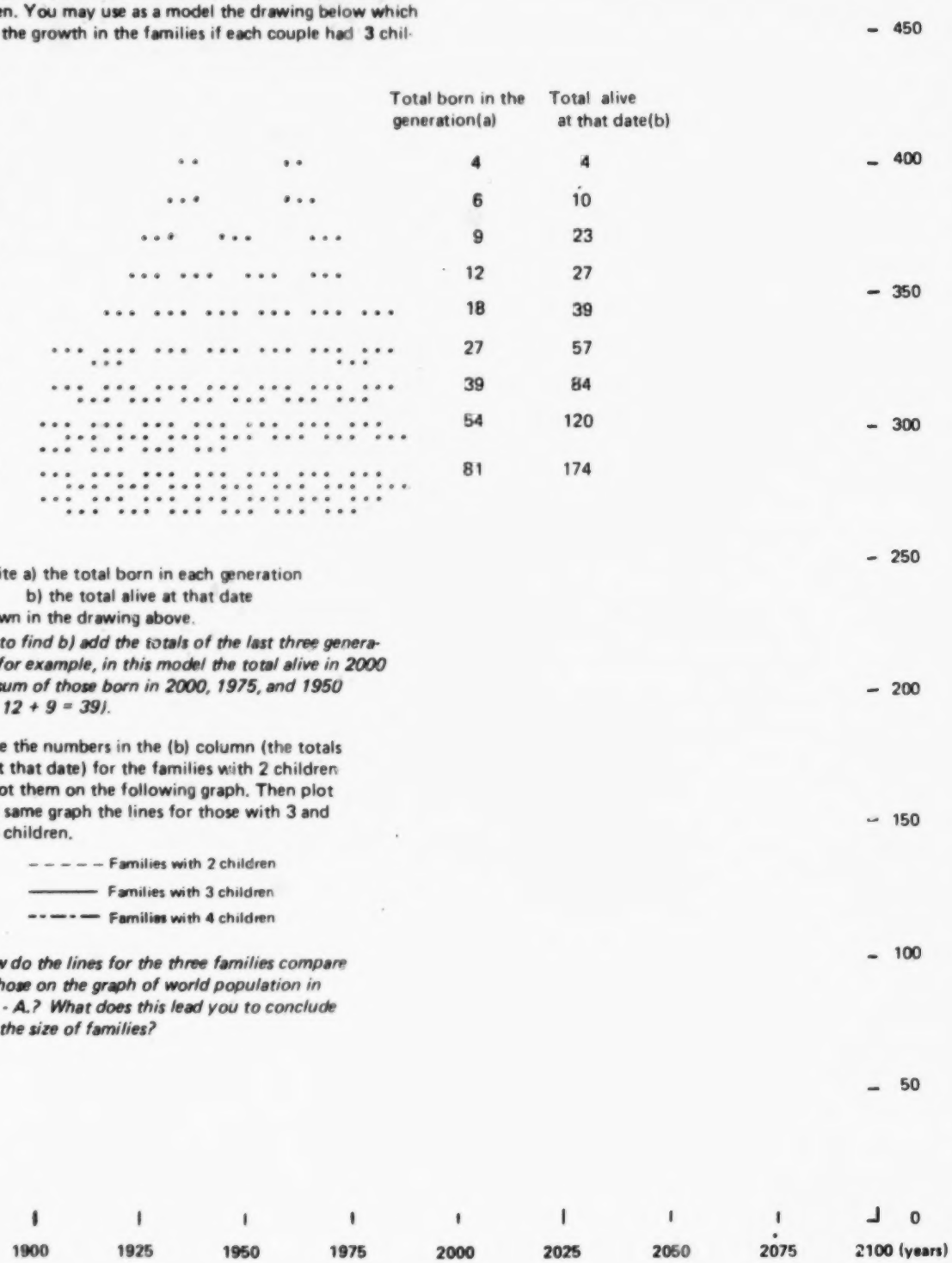
3. Take the numbers in the (b) column (the totals alive at that date) for the families with 2 children and plot them on the following graph. Then plot on the same graph the lines for those with 3 and with 4 children.

– – – – – Families with 2 children
——— Families with 3 children
– – — · — Families with 4 children

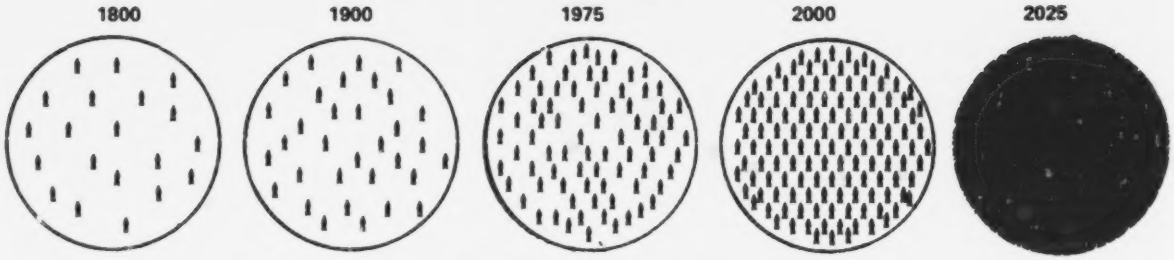
4. *How do the lines for the three families compare with those on the graph of world population in Part I. - A.? What does this lead you to conclude about the size of families?*

GRAPH OF FAMILY OPTIONS

Total numbers in families



World Population in



In 1983 we are 4,600,000,000.

Density assignment: In the above drawing each figure represents approximately 50,000,000 people. Using the graph in Part I, fill in the figures for the year 2025.

Unesco Courier May 1974

Part II. How Can We Prepare to Live in a Much More Crowded World?

From Part I you have seen that even if people start now to have fewer children, the population will continue to rise before it levels. This will be true even in those countries where the birth rate is already dropping. During your lifetime you can expect that there will almost certainly be about **three times as many people** as there are living on earth today.

A. What does each person need?

Together the class can list people's physical needs (air, water, food, protection from the climate, etc.) and emotional and spiritual needs, such as affection, security, education and a sense of "dignity and worth".

B. How does your community meet these needs now?

Next examine how your community used to meet these needs. Your class could divide into groups, each taking up one or two of the needs on your list. One group can find out where the water comes from, how much each person uses and who decides how it is allotted. Another can explore the kinds of occupations people have, what proportion of the population works in agriculture, commerce and industry. And so on. A group might also look at community records and talk with older people about what life used to be like in the community.

If the whole community is too large for you to cover, take a smaller unit of the community.

When the information has been gathered and shared with the class, make a map or a rough model of the community showing the main buildings, water, farmland, woods, etc.

C. How will your community meet these needs when the population triples?

Now imagine as concretely as you can what life will be like in 50 years when there are three times as many people in the community. *Will there be enough water? Is there enough land to grow three times as much food? What about housing and where will the building materials come from?* On the map or model triple the housing units (you can put some on top of one another if you want to conserve open spaces and vegetation). *How can your new town or city be designed and arranged so that people live in small communities with community facilities and gathering places and with their work not too far away? What about transportation, fuel, schools, hospitals and re-use or disposal of waste material?*

Lastly, you will want to discuss how the community can organize to meet all these needs. *Who should be responsible for insuring that each person has a fair share of water, food and other limited resources and that his other needs are met? Will there have to be more co-ordination than there is now? With smaller families, how may the roles of women and older people be different? Will the people in the community have to share and help each other more than they do now?*

D. How will the world community meet human needs?

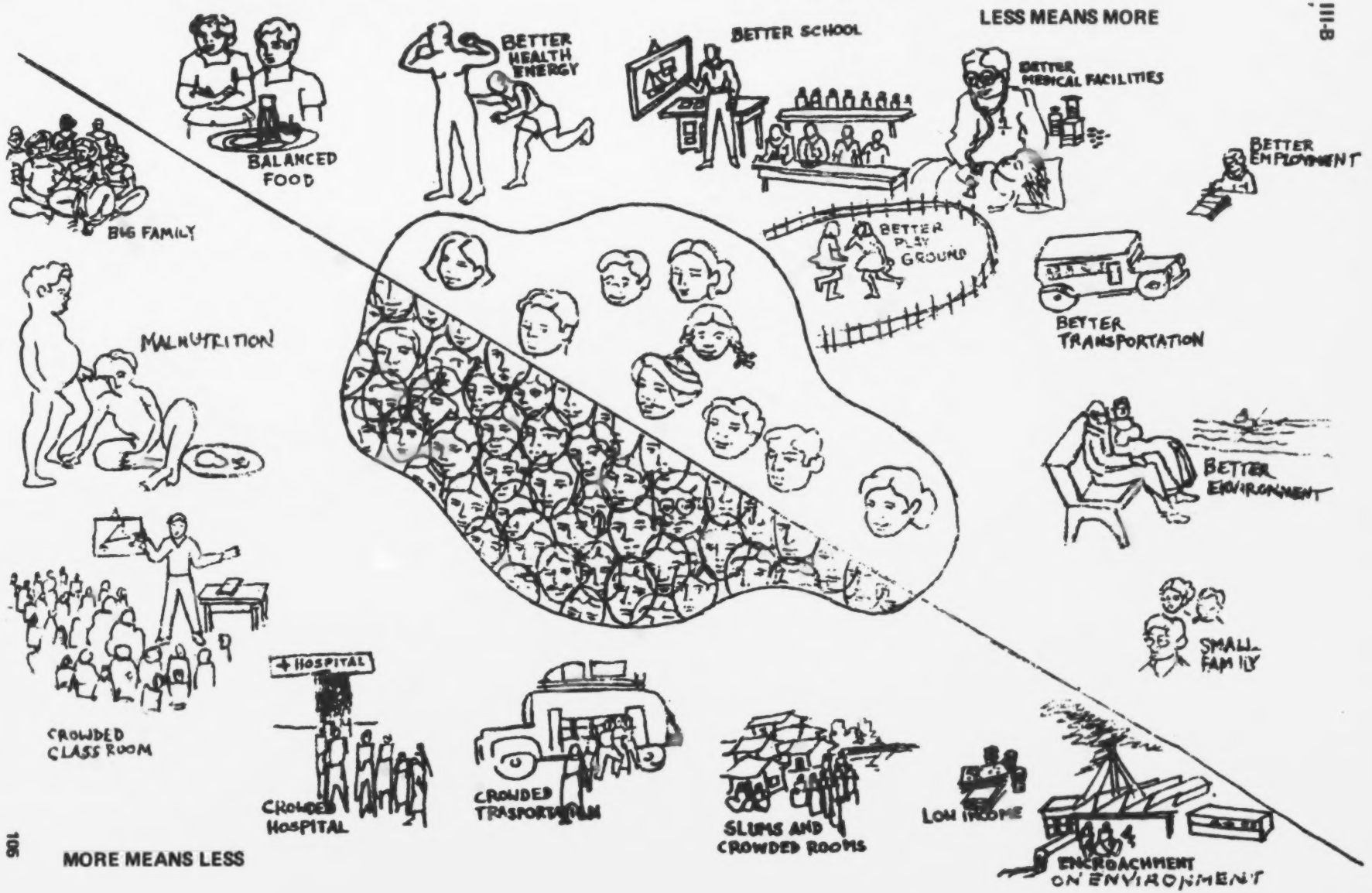
While exploring your community's needs, you may have discovered that nearby communities affected what you were able to do. For example, there may be a city not far off. When it triples in size, it may take some of the land on which you had hoped to grow food and perhaps you may have to get food from other places farther away. These things show that growth in each community affects the whole country. Therefore, your government needs to co-ordinate plans to meet people's needs in every part of the nation. This is also true in the world community.

When the United Nations alerted the countries that the world's population was growing so fast, a **World Population Conference** was held. The delegates visualized what life would be like in 50 years. They saw a world of **more and less**: more people and, therefore, more needs to be met with limited resources...more food to be grown on less land...more goods and services but less raw materials... more, **many** more cities, probably more industry...smaller families, less open spaces and trees.

Then the delegates exchanged ideas on how to lower the birth rate and meet people's needs. Finally, they decided that in order for everyone to be able to lead a decent life

- people should be helped to understand how and why **smaller families** are needed
- people should **conserve resources, stop waste**, and **grow more food**
- food, water and other vital resources shoud be **shared fairly** so each person would have enough to live on
- not only the United Nations and national governments but people themselves must **help** to do **these things**

Coloring page from Population Workbook prepared by National Council on Educational Research and Training,New Delhi.



BEST COPY AVAILABLE

BEST COPY AVAILABLE

To the teacher: *Part III below consists of private questions for students. Although you may encourage students who wish to do so to discuss some of these questions in class, it is important that they realize that the decisions are personal and their own to make.*

Part III. What Can You Do?

You have had a chance to imagine the world of the next 50 years and to think about the kind of life you may be able to live.

The following personal questions are ones you will be facing in a few years when you start to make a living and raise a family. The decisions you make will be important to you, of course, but, for the first time in history, they will also affect the kind of life others all over the world will be able to lead.

Up until now people have decided how many children to have and how to raise them without thinking whether there would be enough space, food or resources in the world for everyone. Now, as you have discovered in the preceding parts of this unit, people can no longer continue to multiply at the present rate or use resources greedily and unfairly.

The situation is dangerous but it is not hopeless. The population expansion can be slowed if young people now alive will have less children. There can be enough food and resources if people live carefully and put the good of the community above their own wishes. What happens depends a great deal on the decisions made by you and millions of other young people under 25 years of age.

In thinking about these questions, ask yourself, "What would happen if everyone in the world decided to do as I plan to do? How would my decision affect another's chance for a full life? "

1. Your personal goals and priorities

- *What kind of person would you like to be?*
- *What kind of community would you like to live in?*
- *How would you like to make a living?*

2. Use of resources

- *If you discovered that people in your part of the world were using many times more resources than people in other parts of the world, would you be willing to use less so that others could have their fair share of food? of water? of fuel?*
  Or do you feel those people are too far away to matter to you?

3. Size of family

Why do you want to have children? for love and personal fulfillment through bringing up your own child? to carry on the family? to help with the work of the family? to care for you when you are old?

Why do people have many children rather than a few? through ignorance? for the prestige of having a large family? because more children are needed to share the family's work? for the pleasure of having many children? because some might die? to show the father's virility? the mother's fertility?

Would you be willing to have less children than you might personally want to have ?

- *if you knew that each added person in the world diminished the chance of other people for a decent life?*
- *if you found that you would be able to take better care of a smaller family, giving them more attention, better opportunities for health care and education, larger shares of food, and better employment?*

What if you were willing to limit your family's size but your neighbor wouldn't limit his? Do you think that community needs should influence how many children people plan to create?

4. Raising your children to live in a much more crowded world

With the world crowded, resources few and families small, community relationships will be important.

- *Will you teach your children to be considerate? helpful? to compete or co-operate? to put the community good ahead of their own wishes?*
- *Will you show your children how to live with little? to use only what they really need? to take care of resources so they will last for coming generations?*
- *Will you teach children to find satisfaction through material possessions? relations with people? their own work and achievements? sharing and working with others to develop the community?*

OTHER IDEAS

Since the numbers of people in the world affect every aspect of life, this unit can be extended in any direction you choose and can be tied in with any subject in the curriculum. It may be useful, however, to focus on human relations and other topics of special concern to young people. Some of these are suggested below.

Visualizing the world of 2000

Whatever topic your students choose they will probably enjoy imagining life in the next century. At first they may think of science fiction fantasies of escape into outer space. A look at population numbers and the few years remaining before the population triples, however, will "bring them down to earth" again. Here statistics can help them visualize in some detail what life will be like.

Inhabitants per square kilometre in the world and eight major areas, 1925-2075

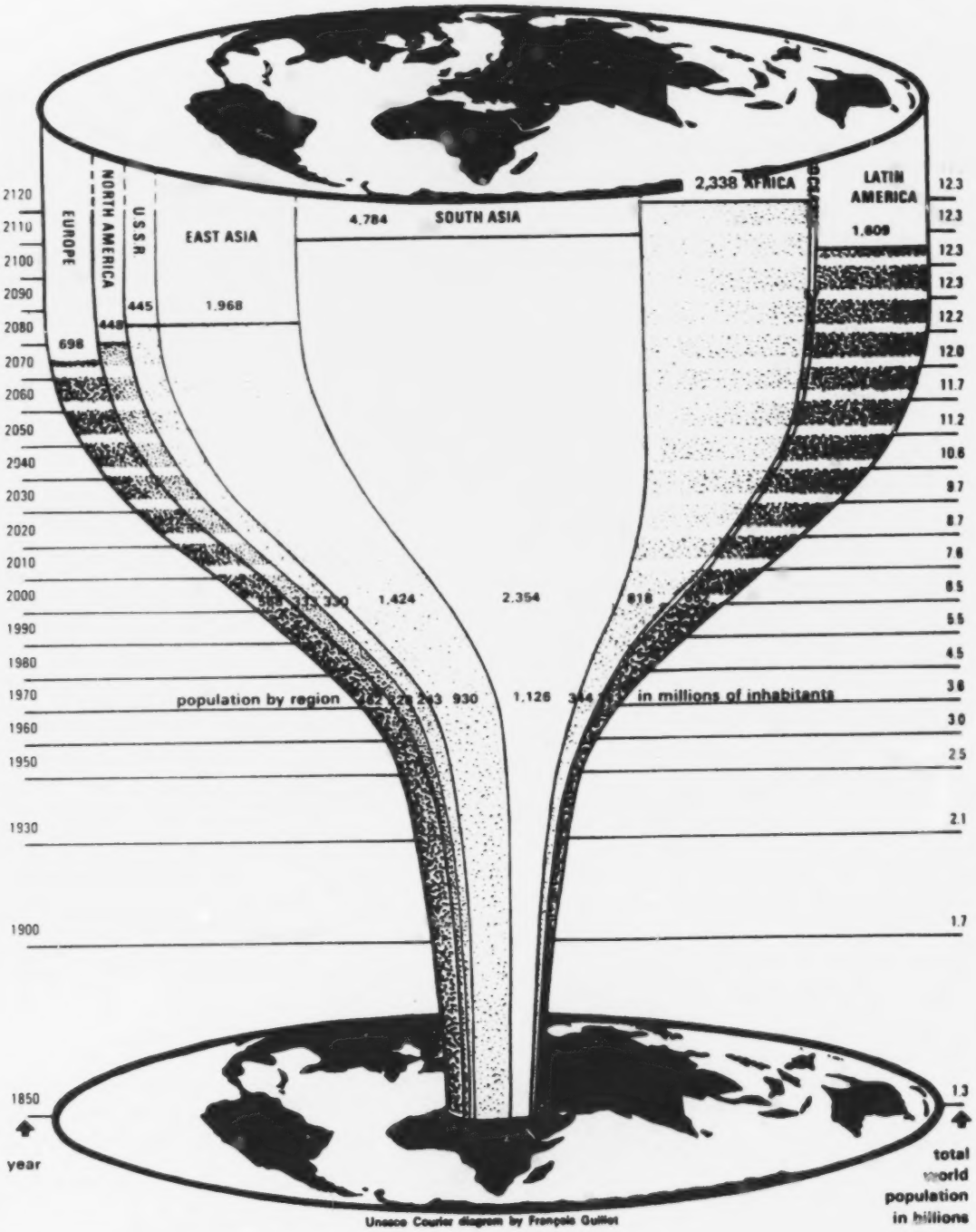
Area	surface in thousands of sq. km.	1925	1950	1975	2000	2025	2050	2075
World total	139,480	14	18	29	47	66	81	87
Northern tier	80,674	20	23	33	44	53	58	60
North America	21,515	6	8	11	15	19	20	21
Europe	4,931	69	79	97	115	131	139	142
Soviet Union	22,402	7	8	11	15	17	19	20
East Asia	11,726	48	56	86	121	150	164	168
Southern tier	78,876	10	14	26	48	76	96	109
Latin America	20,535	5	8	16	32	52	69	77
Africa	30,227	5	7	13	27	46	64	74
South Asia	19,557	25	36	66	120	179	223	240
Oceania	8,557	1	2	3	4	5	6	7

Unesco Courier May 1974

BEST COPY AVAILABLE

BEST COPY AVAILABLE

III-B



This goblet-shaped diagram, prepared by the "Unesco Courier" on the basis of United Nations demographic projections, illustrates the growth of world population between the years 1960 and 2075 on a scale and with a speed unprecedented in human history. The almost exponential curve forms the bowl of the goblet. The width of the goblet represents the total world population. The diagram shows eight major world areas along with their populations and indicates the year when the population in each will cease growing (around the year 2120 for Africa, with 2,338 million inhabitants; around 2070 for Europe, with 698 million inhabitants).

BEST COPY AVAILABLE

Where will people live?

It is important that students not only analyze these statistics but that they also draw conclusions from them. They should note particularly the areas of greatest population density and the changing majorities of people.

Role-playing density. In countries where children are not aware of what density of population can mean, you may wish to try simulations. A simple way to do this is to use only a third of the classroom. Afterwards students can discuss their feelings in crowded conditions and suggest kinds of behaviour to make the situation tolerable (for example: speaking quietly, taking turns, etc.).

Planning for the World of 2000

Learning from traditional societies. It might be helpful to study how traditional societies have developed ways to share limited resources (see III-F). The class might also learn how these societies re-inforce feelings of community solidarity through rituals, festivals, joint building projects, etc. They could also investigate how older people still contribute to family and community life. Students could then propose ways that these ideas could be adapted by people with smaller families living in cities.

Industrialization, urbanization and the quality of life. Although industry and cities have brought many conveniences, they also cause congestion, noise, polluted air and other difficulties. People in all parts of the world are concerned about the tensions of city living, the break-up of family and community ties, loneliness, violence, overconsumption and waste, lack of care for the future - all these seem to be unravelling the fabric of societies.

Consumerism is a theme that preoccupies many students in industrialized societies. They fear that people are not the "consumers" but the "consumed". They question whether people will find satisfaction through the goods they are incited to buy or through the way of life engendered.

Students might discuss the implications of some of the following statements:

By the year 2000 the population in the less developed countries will be nearly twice the total world population in 1950

In the next 6 years there will be

- 390,000,000 extra mouths to feed
- 145,000,000 extra adults (including 50,000,000 women) who must be trained and find jobs
- 85,000,000 new habitations to be built
- 250,000,000 extra families to be furnished clean water and sanitation facilities

- If everyone consumed what is consumed by the average person in industrialized countries today, then the world could only sustain 2 billion people (or)
- In a single month a citizen in an industrialized country may consume the energy and resources which will have to last the entire lifetime of someone in a so-called "developing" country.
- "There is enough material substance and technical knowledge in the world to feed, clothe, shelter, educate and transport many more people than this planet now holds, but we have population and development 'problems' because of our refusal to allocate resources equitably. This is the result of inequitable values which create social and economic institutions and laws in which injustice is entrenched."*

*Interview with Secretariat member of UN Fund for Population Activities. UNESCO Associated Schools of the US newsletter.

COMMENTS

Human Values

What would a visitor from the 17th century find most astonishing about life in many countries today? the numbers of people? electricity and airplanes? Probably not. He would be coming from a world in which only a few powerful and rich people mattered; the rest were treated almost as beasts of burden. Therefore, he would be unprepared for egalitarian behaviour or hearing people say that **each** person is considered important. What an idea! Revolutionary indeed...

The idea of "the dignity and worth" of each human being is at the heart of most of the great changes in the world today. It is central to the United Nations' goals and work. It is the clue to understanding the New International Economic Order through which nations hope to tame economic forces and make them serve the well-being of people. Concern for the environment, the search for meaningful work, women's call for full participation, the democratization of education - all the topics in this booklet reflect these new human values. Even the move to limit the size of families is based on the idea that with less people there is more chance for each person to develop.

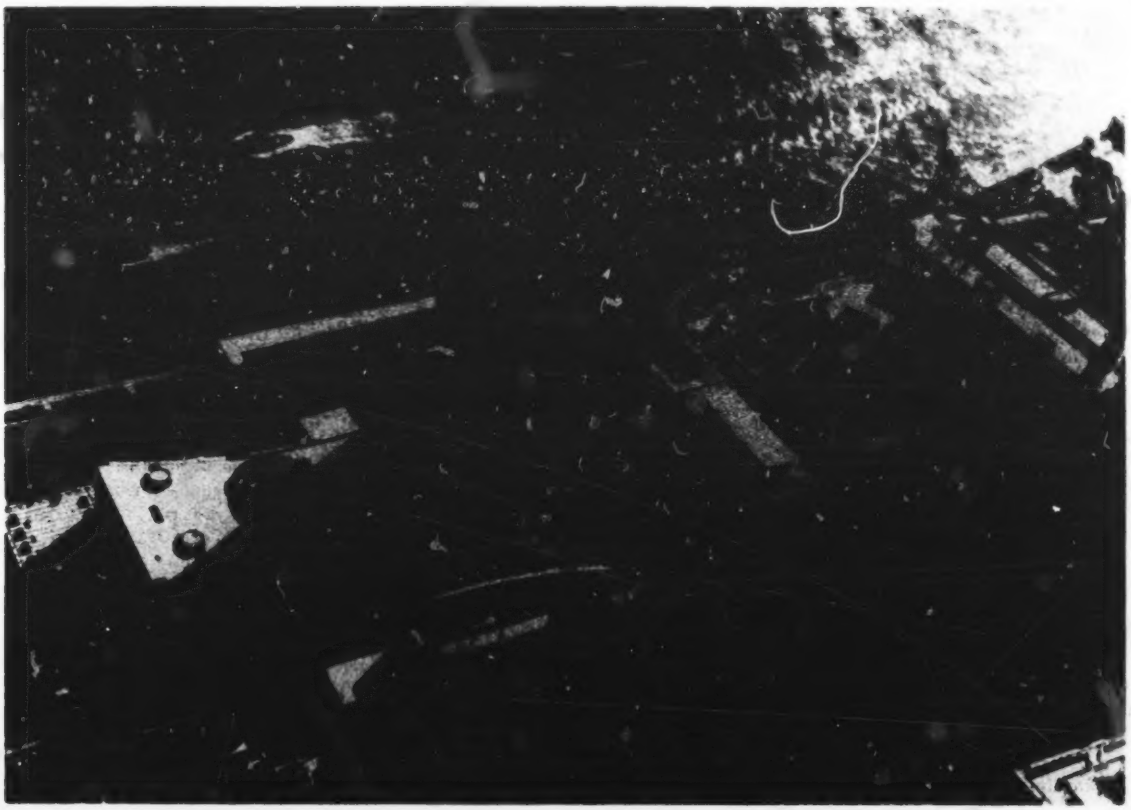
But, on the other hand, people are also concerned that economic forces today have de-humanized life. In some places economic growth may be valued more than human development. Modern living is apt to be impersonal; in technologically advanced societies, most work has become specialized and mechanized. Some people feel that they are treated only as numbers in some bureaucratic computer.

Whether human values prevail may depend on education. Not just the curriculum but teaching itself will need to be inspired by the same beliefs voiced by UN Secretary-General U Thant in 1971: "I feel more strongly than ever...that the worth of the human being is the most unique and precious of all our assets and must be the beginning and end of all our efforts."

Unesco Features

BEST COPY AVAILABLE

SERVING THE WORLD



Areas of study: Civics, history, contemporary affairs, language, vocational studies (film-making), social studies
Theme: World-mindedness
Related UN function: presenting a world viewpoint (UN Secretariat)
Unit objectives: to enable students to
- be aware of the need to expand local and national viewpoints
- practice viewing the world as a whole
- learn from the inside how an international organization functions and the skills and qualities needed in international service

Unit components:
- play depicting a meeting of the UN Film Division
- exercise analyzing treatment of international news in newspapers and in the **UN Weekly Newsletter**

Suggested time: 2 or more class periods
Tools: for teacher: **Basic Facts about the United Nations: United Nations Today (Suggestions for Speakers)**

SUGGESTED PROCEDURES

To the teacher: *Parts I and II could be reversed. The play in Part I could also be used as a reading or adapted to role-playing. Whatever form you find best, encourage creative participation. The class can re-phrase the text, hold discussions during and following the play and complete the scene themselves (Parentheses indicate particular sections where you may wish to have students work out their own texts). When students participate in this way, the unit will not only be lively and effective but you will be able to evaluate how well they understand world-mindedness.*

To the students:

Part I. World Awareness at the International Level

Scene: *8th floor office of the 38-story Secretariat Building at United Nations Headquarters. A rather small room with one wall covered with postcards and another whose large windows overlook a garden and the "East River". Across the water, busy with boats, grey city buildings spread into the distance.*

Time: *Today*

Cast: *(The cast can be increased according to the number of students who wish to participate)*

Director of Film Division: Shib Rawat
Film directors: Antonio Garcia, Bolarinde Olama, Irina Batchvarona
Film writers: Sven Anderson, Han Ling, Mohammed Azir
Chief of Film Distribution: Elizabeth Howe

Rawat: The purpose of our meeting today is to choose a topic for our next film. Antonio, Bolarinde and Irina will each propose an idea and suggest how it might be developed and what its merits are. Then we will all discuss the pros and cons of each.

Howe: What are we looking for? On what basis do we make our choice?

Rawat: Let me review the background for those who were away on mission and missed our last meeting. As you know, we have made hundreds of films on the work of the UN "family" of organizations in Member States all over the world. We also have our films on different world concerns chosen by the UN for special attention - environment, youth, water, technology, development, etc. What we want this time is a film which will make visible, particularly to young people, something new in human history. I am speaking of what you might call "world-mindedness". Not only do people recognize that the sea, air and other physical elements are part of a single organic system; they are also beginning to realize that people's actions in one area affect people elsewhere on earth and that we must work together to develop the world as a whole.

Secretary-General Dag Hammarskjold visiting UN peace forces
UN Photo

Ling: That sounds dreadfully abstract for a film.

Anderson: Agreed. But in our last meeting we decided we could show this new development in terms of human beings by doing a film on the UN Secretariat. The world-mindedness - world consciousness - world awareness (we have to find a good word for it) of our staff can be illustrated in many ways.

Howe: Would you try to show the entire range of activities of the 10,000 workers here and out in the different countries?

Rawat: No, that also would be too vast. We hoped to focus on a person or a section's work which would be especially interesting to young people. Antonio, for example, is proposing a film on a Secretary-General. Perhaps at this point, Antonio, you should go ahead and describe your idea.

Antonio: I propose a 30-minute film on **Secretary-General** Dag Hammarskjold. After a short introductory section on his youth, the film would highlight three or four aspects of his years as S.G. We might tell how he helped create the first international peace force during the 1956 Suez crisis.[1] We could interview staff members who had worked closely with him to show that although he was sensitive to the viewpoints of different Member States, he felt that the S.G. must be responsible only to the world as a whole. Then there was his dramatic resistance to weakening the UN through having three Secretaries-General.[2] His death would show his total commitment to the task of building the world community planned in the UN Charter.[3]

(The merits of the Secretary-General as a topic are that, of all the people in the world, he must show most clearly what it means to be world-minded. I believe, moreover, that Dag Hammarskjold would appeal especially to young people who, at a certain age, search for heroes. His years at the UN were certainly adventurous, as he pioneered new ways to deal with dangerous international crises. More than that he stood for a new kind of hero - not the warrior but the man of peace - inspiring nations to live up to the ideals of the UN Charter.)

(optional discussion)

1. In 1956 Israel, France and the United Kingdom occupied the Suez, but through UN mediation agreed to withdraw and the UN Emergency Force (UNEF) was established to preserve the peace
2. A proposal to have three Secretaries-General was turned down by the General Assembly in 1960
3. In 1961 Mr. Hammarskjold died in a plane crash while on a peace mission in Africa

Interpreters in their booth in the Security Council — UN Photo.

Rawat: Thank you, Antonio. Now, Irina, your idea please.

Irina: I propose a film on the UN **interpreters**. We could show them at work in their booths in the meeting rooms and interview them on how they happened to become interpreters and what they like best about their work. Some have been present at historic moments in the UN and can tell interesting and often amusing stories. Interpreting requires special skills. Although people in different parts of the world have similar concerns, they often have different ways of expressing them. Not only must interpreters translate the meaning of speeches but they must also transmit the style and tone. Say an English speaker uses a proverb such as "The hand that rocks the cradle rules the world"; the French interpreter must quickly come up with a proverb with the same sense, such as Ivory Coast's "Le fil suit l'aiguille".

(All these things should interest young people, especially language students. They would get an inside view of the General Assembly and Security Council in operation. They might also appreciate the importance of words - of talk - in the UN as a tool for preventing violence and helping people to work together.)

(optional discussion)

Rawat: And Bolarinde?

Bolarinde: My suggestion is - now don't laugh - a film about **making a UN film**. This would not only show **who** works for the UN but **how** a section works. Every step in the process would illustrate world-awareness. First of all, the topic would be chosen by an international group, as we are doing now. Then, unbiased accurate information would be needed; the sources of such information at the UN could be filmed. Once a plan had been made and checked by an international group, a multi-national film crew could begin filming - probably away from Headquarters. Say the film were on International Year of the Child, we might want to film the daily life of a child in Sri Lanka, another in Peru and a third in Spain. After the shooting and editing, the film would be reviewed again by staff and sometimes by delegation members to make sure that it presents a balanced world view of the topic.

(In this film, I would hope to give young people the actual flavor of working for the UN. This would include the frustrations at having to slow down all the time to check that all points of view are being presented. But the film should also give the sense of being at the center of world developments, of searching continuously for better ways to improve peoples' lives, of working for the future Of course, we could develop these same ideas by filming the process of work in almost any section in the Secretariat. Many young people, however, are interested in film-making and it would help show that the UN uses many skills - scientific, artistic, etc. - which they might not have thought about.)

Rawat: Thank you. All three topics sound promising; it's unfortunate that we only have enough money for one film at this time. Shall we discuss now the relative merits of each, keeping two things in mind:

- how well will the film show world-mindedness?
- is the topic presented in a way which will interest young people?

(Students complete the scene, discussing the three possibilities and making a final choice).

UN Photo.

The class can then analyze the play-the ideas and the presentation. This might be followed by a home assignment on a question such as "In whay ways did the characters in the play show world awareness?"

Part II. World-awareness at the local level.

One reason that the members of the UN Secretariat are able to have a world view of international happenings is that they receive information directly from so many countries. This is not possible for most people who rely mainly on the media for up-to-date news. In many countries the media in turn depend on largely Western news services for their coverage of international news.

This exercise will examine how differently countries may see the same event and how local sources of information may be limited or partial.

A. Comparison of the treatment of the 1980 UNIDO Conference in different newspapers.

1. With the help of your librarian or local newspaper office, try to locate a copy of a newspaper for February 9, 1980. Does it include an item on the UNIDO conference? If so, what nationality was the person who wrote it and to which news service did he or she belong? How long is the article and what positions in the paper is it given?

2. Compare these with the article on UNIDO in the **UN Weekly Newsletter** shown in Unit TE-1.

B. Analysis of local newspapers

Choose copies of several newspapers which are widely read locally. Analyze the ways in which their coverage of world happenings may be limited. Note what parts of the world are covered, who wrote the news items, what news agency transmitted them, and the relative prominence given to local, national and international news.

C. Conclusions

In what ways do you think limited or partial news accounts affect your understanding of the world today? your attitudes toward other countries? towards your own country?

List the international news items in the paper today. Then show the position and space you would give to each if you wanted to reflect each one's importance in the history of the world.

OTHER IDEAS

The topics of the three films proposed in the UN Film Division meeting could lead to more extended activities.

Historical figures

Students could research national "heroes" in their own and one or two other quite different cultures. Then the students might try to list approximately ten people who seem to belong not just to their own countries but also to the world (these could be writers, scientists, performers, sports figures, etc., as well as statesmen). Are the qualities, skills and achievements of such world figures different from those of national heroes?

Advanced students might read biographies of one or more of the UN Secretaries-General and analyze how each interpreted the United Nations' and his role. For example, Javier Perez de Cuellar, the fifth Secretary-General, said, "The United Nations is a body of states gathered together for purposes and ends which go beyond and above purely national motives...The responsibility of the Secretary-General to the community...is that he become the advocate of causes of common interest. No one is more clearly above national or regional consideration."*

Language

The United Nations is a wonderful resource for language teaching. In its documents and periodicals are articles of interest to youth which appear in many languages. Students, for example, could read "International Humor" in the **UNESCO Courier** and accounts of youth projects in FAO's **Ideas and Action**.

In addition, the United Nations demonstrates that languages have far greater uses than those of permitting people to read classic literature or travel in the "mother country". A world map might be used to show the areas in which each of the six official languages of the UN is spoken. Students might also investigate some of the work opportunities open to those with language capabilities in international organizations, national governments and commerce.

Students should realize that a second language is, in fact, an indispensible tool for life in the 21st century. That someone with a single language is handicapped and "left out" can be demonstrated by enacting various situations. For example, one person might be allowed to communicate only through miming because he or she does not know the language of the rest of the group.

Films

Students might write a film treatment or film script on some theme related to the unit, such as a local incident which shows community-mindedness.

If it is possible to procure and show UN films on several subjects, this would be an excellent way to extend the unit. The students could compare these with non-UN films, noting their different goals, tone and resources (people, information, funds). Some of these differences can be due to the UN's attempt to present a balanced, world view rather than a convincing statement of one viewpoint.

Media

The UN discussions concerning the New World Information and Communications Order can help students glimpse the different points of view of "Western" and "developing" nations. To one the issue seems to be the freedom of the press from governmental control; the other suggests that governments should intervene to prevent journalistic monopolies. This issue could provide excellent material for a classroom debate.

COMMENTS

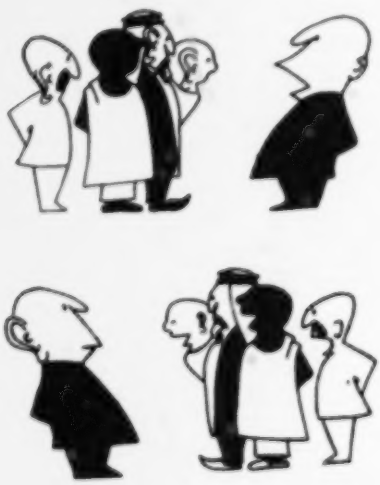
The Dynamic Nature of World Awareness

Young people should not receive the impression that world awareness is a static state in which one passively surveys the world. Quite the contrary. The growth of world awareness is integral to the development of both people and societies. It means search and participation. International education should communicate this sense of dynamism.

World awareness fits easily into the natural process of growth. The need to question, sensitivity to injustice, the belief that something can be done about age-old wrongs - these are necessary to developing world awareness. Such qualities, often associated with youth, should be encouraged and re-inforced, so that world awareness will continue throughout life to bring the zest of discovery and a sense of fuller existence.

This natural "ouverture d'esprit" is often thwarted when adults try to mould the young so they will fit into society. Boredom or hostility can result. Also, some schools teach that the home culture is superior and judge different countries according to the degree to which they are "like us", thus eliminating the possibility of learning from diversity. Other schools impose ideas of the world which evolved before the UN came into being; the development of international co-operation is omitted.

A dynamic world awareness also means participation. Rather than being engrossed solely in their own personal development, young people need to realize that they are part of world developments and can themselves contribute. School should provide opportunities for growth through community service (see IV-G) so that young people will realize that they, too, can "serve humanity".



UNESCO poster

To promote a balanced flow of information.

Grades 7-9
(ages 12-15)

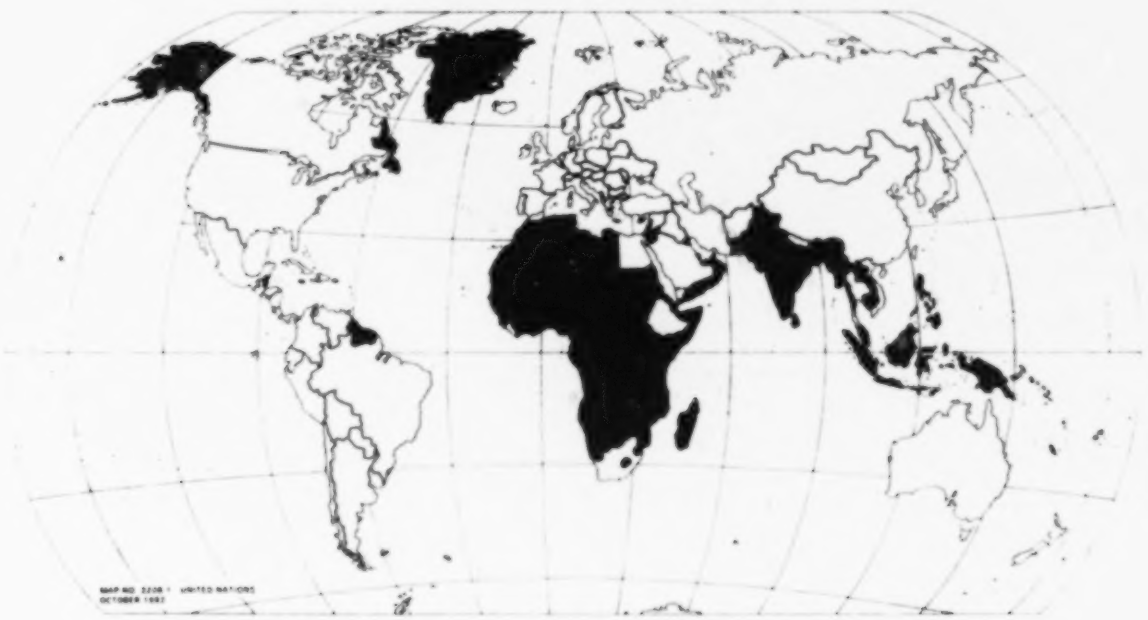
TOWARDS INDEPENDENCE

Areas of study: History, social studies, geography, area studies, community service activities
Themes: Self-reliance and education
Related UN work: supporting independence (decolonization actions; education for community development - UNESCO/UNICEF)
Unit objectives: at two different levels, students learn that
- dependence curbs the development of nations and people
- self-reliance enables people to improve their lives and deal with new situations

Unit components:
- imaginary front-page of a newspaper showing changes wrought by decolonization
- community self-reliance programme described in UNICEF field officer's letter
- concluding project

Suggested time: 3 or more class periods
Tools needed: **Basic Facts about the United Nations.** (Optional: 1981 UN Day Student Leaflet on Decolonization, maps and teachers' guide on decolonization,UN,1983)

DEPENDENT TERRITORIES IN 1945



SUGGESTED PROCEDURES

To the Teacher: *In keeping with the theme, encourage students' originality and initiative when dealing with this unit. In Part III give them responsibility for putting into practice some of their ideas relating to self-reliance at school.*

To the students:

Part I. De-colonization and national self-reliance

A short while ago the World Health Organization announced the final elimination of smallpox, an age-old disease which had killed people in all parts of the earth. The time is now in sight when similar headlines might proclaim the end of another kind of world-wide sickness: colonialism.

One day soon the frontpage of your newspaper could carry headlines such as these:

ALL FREE!

FROM COLONIAL DOMINATION

OVER 75 NEWLY INDEPENDENT NATIONS HAVE JOINED THE UN

NEWLY INDEPENDENT NATIONS SEEK ECONOMIC AND CULTURAL LIBERATION - OWN DEVELOPMENT

HOW THE UN HELPED NATIONS TO GAIN INDEPENDENCE

ALL NATIONS HAVE EQUAL RIGHTS IN NEW WORLD COMMUNITY

GREATEST CHANGE IN HUMAN HISTORY

Assignment

Your class is asked to divide into groups, each one to be responsible for writing an article under one of the headlines shown above.

Two examples which could give you ideas for your assignment:

1. If the headline were GREATEST CHANGE IN HUMAN HISTORY, you might begin:

A United Nations official commented, "This transition from a world system based mainly on empires and colonies to a community of sovereign nations represents the greatest change in human history, accomplished in the shortest time with the least violence. Before 1945 colonizing powers considered colonies a kind of status symbol; now colonialism is universally condemned. At last the major part of humanity has cast off the chains that bound its spiritual, intellectual and physical potential..."

Then you might go on to imagine comments from all over the world, including those of people who had suffered under colonial domination, freedom fighters and leaders of new nations.

Members of UN Mission visit liberated areas of Guinea(Bissau) UN Photo

2. If the headline were HOW THE UN HELPED:

One of the ways to deal with this would be to imagine how these same changes might have been brought about if there had been no UN. You could compare the liberation struggles of the past 35 years with those before 1945. Another way would be to describe the UN's role in the coming to independence of one country. Or you could list some of the means the UN has used, such as:

- in the UN Charter Member States agreed that nations large and small should have equal rights and that people should be free to choose their own governments

- the UN General Assembly proclaimed the **right** to self-determination

- colonial powers were asked to report on their administration of colonies

- people in the colonies expressed their wishes through petitions to the UN, UN supervised plebiscites, visiting missions from the UN

- liberation forces were helped with food and education

- UN members voted mandatory economic sanctions against the government of Southern Rhodesia which refused the people's call for self-determination

Resources. Some of the information you need for these articles can be found in textbooks and encyclopedias. Look under the history of different countries and also biographies of liberation leaders. If possible, read accounts or talk with people about life in colonies. If your country was ever a colony, find out how it achieved independence.

Discussion question following the assignment:

In the old days, leaders believed in "might makes right". But the UN is based on the "might of right". What does decolonization show you about this moral force of the UN?

Part II. People and Self-reliance

A. "A Light in the Desert" (letter to your school)

New nations are still working to cast off the economic bonds and alien values and attitudes left by the colonizers. They want to become fully self-reliant and free to develop in their own ways. Many have requested UN agencies to help them in this work. The following letter describes such a project.

Unicef House
11 Jor Bagh
New Delhi, India

Dear Class,

So many young people have asked me what it's like to work for UNICEF or UNESCO. Finally, I decided it might help if I wrote a letter telling about my job and about a typical community education project that I visited a short while ago.

Most of the time I have to spend here at the office administering UNICEF's assistance to the many projects we support in India. Both UNESCO and UNICEF assist, when asked, with pilot or experimental projects in education. UNESCO usually provides expertise relating to the curriculum and how the subjects are taught; UNICEF mainly provides materials and funds for training. For example, in the project I'll be talking about shortly, UNICEF with UNESCO's assistance helped the Indian National Council for Educational Research and Training and the state government to work out a project plan, to develop the materials and to train the teachers and instructors. We gave the lamps and the sewing machines for the community center.

We primarily assist experimental projects which the government would like to try out but which they might be unable to undertake without extra support. In this way our limited resources can be used to find new and better ways of teaching or learning and we in turn may learn something which can be shared with other countries in the UN.

Like many other former colonies, India considers education vital to national development. Unfortunately, the educational system devised under the colonial empire was only meant to train a small elite number of Indians to work in the civil service. When the country became independent, it wanted to extend education to all the people. It also needed to change education so it would be more useful, closer to the kind of lives people were leading and would be leading in the future. This has meant developing two kinds of education. There is the regular schooling in which pupils follow texts which are probably quite like the ones you use. Then there is community-centered education for those, particularly girls, who have dropped out of the regular school because the family couldn't see any use for schooling or needed children for work at home. They may have to look after the homes or younger children, herd the cows or work in the fields. Some of them may help with the family brass work or carpet weaving where small nimble fingers can be very useful. These children are available only in the evenings so you have community centres, like the one I thought you might like to hear about.

The project is in Rajasthan, a very beautiful part of the country. The community center I visited lies in the desert between Bikaner, capitol of one of the old states - full of palaces, and Jaiselmer, a fort built on a great rock which rises suddenly out of the flat landscape. The desert is not sand but a desert of rocks and scrub with a few villages dotted around and one town. In the summer the temperature is over 45° so it is better to travel by night when it is a little cooler.

You start out at seven in the evening, driving along some dark, rutted road. Above you can see only the stars in the blueblack night sky. Then you stop and someone with a torch comes out of nowhere and you're led along a path on the back of a camel or in a camel cart. Finally you reach the village, all dark except for the dull glow here and there of a cooking fire. You pick your way along this small path between walled houses, pushing past all these people in the shadows (one is aware that all the people of the village are there although you can't see them). You turn a corner and there ahead is a circle of very bright light - leaders in their white khadi waiting with lamps outside the community center. The doorway is low; you stoop and enter.

Inside is very hot, very smokey, very crowded - an intense atmosphere. There are lamps, oil lamps, everywhere and, of course, spiced tea and sweetmeats. You visit the room for women. There they sit on the earthen floor in their incredible Rajasthan colors -the oranges, the reds, the greens, the blues, the golds - bright even in the dim light. To go in where the women are is unusual so there is giggling and they disappear behind their sarees pulled across their faces. One knarled old lady is the spokesman; then others begin to talk too. With leather-sewing-machines they are sewing and embroidering camel hides, making sort of Arabian nights slippers with curly toes, very beautiful. Such fine work needs better light and we decide that the government should request us to give several more lamps.

The girls are there too, watching the women and learning to read and write. On the wall the teacher has made drawings showing members of the community practicing good health habits. They talk about why water must be kept clean and carefully begin to write some of the words they may use.

In another room the boys are learning arithmetic. Tonight they are measuring the wool needed to make a carpet of a certain size. The men are there too and it is good that they should be interested in what is going on. Their support is important where men make the final decisions in family matters. You talk with them first about their personal concerns, such as their rights as landowners, and then move on to the needs of their families.

Outside, when the classes are over, it is cool and dark and there are the night smells (predominantly cow). They show you next the store with its wonderful rugs made in the village and always there is the press of people to see what your reactions are. Last, inevitably, is the cultural show - everyone singing and dancing - women, men, even small children - unforgettable...

On the way back under the stars you think about what has been accomplished and what remains to be done. Certainly the center has caught hold. Of course, the people knew you were coming but the enthusiasm is very real. As we hoped, it is very much of a community affair. The headman provided the land and the people helped build the center; the teachers are chosen from the community. Adults and children are both learning when people gather there in the evenings. They can see the sense of education that relates to health, to maintaining well pumps, to finding out ways to help their herds and fields to flourish. As for knowing how to read and write - well, so far it's only a matter of prestige, a step up in the village hierarchy. Later may come the thirst for education we hope for.

The government wants the people to have the kind of education they can use now and also in the coming years. What might they have to read in the village? a notice, perhaps a poster, some government document, something in cursive running script? It will help if they can understand a form or know what they are signing. If girls become mothers who can read, this will contribute. And what will the next generation need for the world they will find in twenty or thirty years' time? Who knows what that village in Rajasthan will be then? electricity? flowing water? There may even be irrigation, although it is a desert area.

To accomplish all this means changing attitudes - attitudes towards education, attitudes towards change itself. This is the process that the community center is supposed to generate. But one must have patience to watch the thing grow slowly and not dig up the roots to see how they are coming on. Unlike UNICEF's wells and assistance to health clinics, the results won't show for a long time.

I used to wonder how a small project like this could make a difference in India, with its vastness, its variety, its long traditions that stretch back for thousands of years. But then there are many such pilot experiments. Most of all, I know that things <u>are</u> changing and change is growing and becoming more rapid. More and more people are using education to make their lives better, better in the sense that they will be physically easier, economically more stable, socially more acceptable. And all this will contribute to building modern India.

Is your school also concerned with these things? Is it trying to develop an education which relates more closely to your lives, which can help you to be self-reliant so you can cope with new ideas and situations and work to improve your community? If so, then this project in Rajasthan may give you some useful ideas. I hope so.

"Bon courage" (be of good courage) and very best wishes to all of you,

Evan Allenby

B. Education for self-reliance in your school

The class may now compose answers to the questions raised in the last paragraph of this letter. To do so, you will need to

1) identify ways the Rajasthan centre promotes self-reliance

2) analyze ways your own school encourages self-reliance

3) suggest ideas from the Rajasthan center which might be adapted by your school or ideas of your own which would enable students to be capable, self-reliant, able to cope with change and to contribute to improving the community.

You may cover such things as the way the center or school is organized and its relation to the community, the subjects and skills learned, the approaches and methods used and activities in and outside the classroom.

Part III. Action for Self-reliance

Act on one of your suggestions for increasing self-reliance in your school. This might mean taking greater responsibility in organizing class activities. For example, in a school in Tanzania, everyone has a position of responsibility (Minister of Agriculture, etc.) and classes make soap and other things needed by the school. Some schools have even learned to make their own paper out of the local grasses or to prepare teaching aids. Whatever it is, choose, plan and carry out the project yourselves with as little assistance as possible.

The same would be true of any community projects you might undertake. What does your community need that you might help with? Perhaps you may get some ideas from this list given to community education centers in India: "Socially useful activities: repairing school furniture, preparing and maintaining a compost heap, traffic control, translation and printing materials in the local language, making signs for houses, teaching people to read."

Conclusions.

After your project, discuss what the increased self-reliance has meant to you and your development as a person. Then relate this to new nations' need for economic and cultural independence. You might also explore why a sense of equal worth is important in co-operation between nations and why self-reliance is helpful when the world is changing so fast.

OTHER IDEAS

You may wish to deal with Parts I and II as separate units in order to go more deeply into these two subjects which concern young people so much. On the other hand, you may want to link the parts more closely. For example, you could visualize the Rajasthan community under colonialism and then imagine what changes the country's independence may have brought.

Decolonization

In order to understand the full importance of decolonization, students need to become aware of the effect of colonialism on people and societies. Through personal accounts and audio-visual materials students should sense what happens to people living in colonies. A further understanding of dominance and dependence can be gained through interviewing people in their own societies who have experienced inferior status or rights. Sometimes role-playing can also be useful; a device like **Blind Trust** in which one student is blind-folded and then led around and cared for by another helps both to perceive what happens when one is dominant or dependent. For other ideas see IV-B on apartheid.

It is useful also to explore the reasons for colonialism. This was not only due to differences in military or economic power but also because empires and other powers accepted hierarchies as "the way of the world". They justified inequality by the myth that the rich and powerful were somehow superior beings and therefore had the right to dominate or rule over others.

Students might also research singly or in groups different UN programmes to assist countries to become self-reliant in political, economic, cultural, social, and technological spheres.

A final theme might be "what remains to be done?" Here students could investigate colonial ties which persist in their own countries. In a new nation these might be the continued import of finished products or certain subjects still taught in school in spite of their irrelevance. In ex-colonial powers students could discover discriminatory trade policies or their country's dependence on former colonies for low-priced raw materials.

Education for self-reliance

Educators in former colonies are not the only ones to question the values, subject matter and methods of their current educational systems. Recently a group of Nordic teachers visited rural self-reliance education centres in Cameroon in the hope of learning ways to improve education in their own countries. They felt that life in industrialized countries with its years of scholastic study, mechanization and the passive spectator roles of people had made students dependent and often unable to cope with even their basic needs. These ideas might be examined by your class.

Other questions for discussion, essay topics or tests:

- The term "barbarians" denoted ignorant foreigners who invaded ancient civilizations and destroyed or carried off their cultural riches. In what ways might the colonizers of the 16th to the 19th centuries be compared to "barbarians"?

- A Polish student once wrote: "He and the other are the same; he lives, suffers, loves, sings and dies. He who shames him, does he not know that he shames himself?" How might this relate to colonialism?

COMMENTS

Learning international morality

What do we mean by "international morality"? Young people can easily understand the idea of self-reliance and its importance in their own lives and in their country's development. Less obvious to them are the idea and the importance of morality. Yet here too it can be helpful to show the parallels between the behaviour of people and of nations.

Over the centuries people have found that certain attitudes and behaviour create feelings of harmony within a group. The idea of "do unto others as you would like them to do unto you" appears in some form in all societies. Truthfulness, keeping one's word, unselfishness, respect for others' rights, co-operativeness - all have come to be accepted as "good" social behaviour. In the UN Charter

Does your society encourage the self-reliance or dependence of older people? of children? UN Photo

nations have agreed to these same standards at the international level.

How do people and nations learn to behave? At first young people associate force with the need to behave. They think that parents and other adults are bigger and stronger and can make them behave. Actually, they are surrounded with rewards and deterrents far more effective than the chance of discovery and punishment. "Good" behaviour brings approval and the right to participate in society; "bad" behaviour is looked down upon and can lead to exclusion. By the time of maturity, moral values have usually been internalized. People feel good about themselves when they are truthful, honorable or unselfish; they are proud of earning and keeping a good reputation. They have learned to consider the rights of others as well as their own. Self-control is more potent than some external authority.

The United Nations provides the same rewards and deterrents and the same learning process. The primary incentives for living up to the standards of the UN Charter are the approval of other nations and the chance to participate in group activities of benefit to all. Nations are deterred from anti-social behaviour by disapproval and the threat of exclusion more than by economic sanctions or military gestures. Although there are lapses, most gradually lose the habit of using force for their own ends and live more and more by the accepted standards. The ultimate rewards are good relations and harmony in the world community.

The power of morality. It is important that young people appreciate the force of moral standards. Most prefer to know the limits set and the rationale for "good" behaviour. This helps them to understand their own development and their relations with other people.

At a time of violence or chaos in different parts of the world, young people need evidence of the power of international morality. For this, the best example is decolonization; no force of arms could have so changed the world. The sense that there are standards and that nations for the most part abide by them will help young people feel more secure. At the same time they will understand better the true nature of the United Nations.

PEOPLE : WOMEN AND MEN

Areas of study: History, geography, civics, social studies, area studies, writing skills
Themes: Rights of women and men
Related UN work: encouraging awareness of common concerns (UN women's rights activities)
Unit objectives: to help students
- to recognize that all people have a right to realize their full potentials and participate in society
- to be aware that discrimination based on sex limits the development of men, women and society itself
- to learn about the UN's efforts to open opportunities for women
- to realize that everyone can help combat discrimination

Unit components:
- roles of men and women in marriage: local survey and reading
- UN's work for women's rights
- student action

Time suggested: 3 or more class periods
Tools: **Basic Facts about the United Nations** (optional : **UNESCO Courier, UNESCO Features, UNICEF News, Development Forum** - issues on women)

SUGGESTED PROCEDURES

To the teacher: *The first part of this unit focuses primarily on marriage. You may prefer to choose other fields in which women may not yet enjoy full rights (i.e. ownership, employment, education, political responsibility). In teaching about these, you can use techniques similar to the ones shown here and you can evolve similar concepts.*

This unit is based on several assumptions:
- *that the way women are treated affects both men and women*
- *that women and men are different in some ways and their roles frequently are complementary*
- *but men and women are people of equal worth who should have equal rights*

Before teaching such a unit, many teachers have found it helpful to analyze whether they themselves treat boys and girls differently in class. These distinctions might relate to language, tone of voice, assignments of class responsibilities, discipline, etc. You could ask yourself, "Do students learn from me that in most aspects of life the important thing is what kind of persons they are, not whether they are female or male?"

To the students:

Part I. Looking at Marriage

The UN Charter speaks of "the dignity and worth of the human person". The Universal Declaration of Human Rights holds that all people have the right to realize their full potentials and participate in society.

What does this have to do with the roles of men and women in marriage? To explore this question, alone or in small groups, interview local wives and husbands. Then compare what they have said with the account of marriage in Burma given below. After that you can draw some conclusions about how marriage roles can help or prevent someone from growing as a person and being part of the community.

A. Interviews with husbands and wives in your community

Choose people of different ages and backgrounds who do various kinds of work. You could ask each separately the same general question (for example, "What do you think should be the role of a wife and a husband in marriage? "). Or you might ask each several concrete questions like "Who should decide how the work of the family is divided? Who should care for the children? the house? Who should decide about the place the family will live? the children's schooling? how the family income will be spent? ", etc.

Drawing © Danilo Aquisti, Italy; from a cartoon collection published by The House of Humour and Satire, Gabrovo, Bulgaria, 1975

UNESCO Courier, April 1976

Unesco Courier March 1975

B. Marriage in Burma

How does the following account differ from what you learned in your interviews?

The Burmese girl is very feminine and may appear like a fragile flower. Her status has not changed over the centuries. Is she dominated by men or subdued by social tradition, as women in many countries were and still are? No, and she never has been. Burmese society has always been a society of equals in every sense of the term.

Girls and boys may play the same games. Since before 1820 girls as well as boys were educated and now there is a uniform educational system for both.

"Reserve" in the relationship between young people is shared equally by boys and girls, but this does not mean that a Burmese girl lowers her eyes in front of a man nor does she stay at home behind doors. There is training for both in social etiquette and respect for others. Girls and boys do not look for casual affairs but for true love and marriage.

Although parents may wish their daughter to marry a certain young man of their choice, the final decision lies with the girl. The newly married couple is not absorbed into the family of either side but, on the contrary, marriage emancipates both partners to live...in their own house. A Burman marries a woman, not to have children and carry on the family name, but to have a life-long companion and help-mate with whom he shares his joys and sorrows and his fortune.

A name is something personal; after marriage the woman keeps her name. Wedding rings are not worn as in western societies and there is no outward sign as to whether one is married or not.

In the law relating to marriage, both partners are equal and reciprocal. As long as marriage lasts, all property constitutes an indivisible whole. In case of divorce, which is by mutual consent, each spouse takes what belonged to him before marriage.

Traditionally, men and women have worked in a complementary way. A Burmese man does not hesitate to share in the family tasks. He may cook, wash dishes or walk the baby, singing a lullaby, while his wife reads the newspaper. She is in charge of the family budget. Trade, too, has long been in the hands of women. In industry women now work alongside men. They have become teachers, doctors, engineers, lawyers, judges and even parachutists in the army. Men may be typists or stenographers. Egalitarian ideas have also given women access to work at all levels. They have always been interested in political affairs and, since independence, women have been deputies and ministers.

(adapted from an article by Khin Myo Than, **Unesco Courier**, Aug. 1975)

C. Concluding Activities

1. Summary of findings

Describe in words or through a cartoon drawing, such as the one on the first page of this unit, the roles in marriage advocated for husbands and wives by the majority of those you interviewed.

2. Questions

Does it seem that roles in marriage may be changing? From what he or she said, do you think each person interviewed found fulfillment in marriage? was able to grow as a person? to participate in the community?

3. Conclusions about marriage roles

Using the interview and the account of marriage in Burma, try to draw some general conclusions about marriage roles, such as:

- what matters is not how the work of the family is divided but the way people treat each other
- when people are dependent, they cannot realize the their potentials
- bearing and raising children is valued more in some societies than in others

UNICEF Photo by George Holton

Part II. How does the United Nations promote women's rights?

A. Finding out what the situation is

Ever since its beginning the United Nations has been concerned about women as part of its work in human rights. First Member States were asked to investigate the situation of women, as you have done. As far as marriage was concerned, the reports showed that in most places women had the main responsibility for the children and for the work in or near the home; often, however, these chores were considered menial and the hours of work were usually much longer than men's. Women's work both in the house and outside was apt to be restricted to jobs for which women were supposed to have special capabilities. Women had fewer opportunities to develop their own particular interests and skills through education and were often less able to participate fully in community life. The United Nations concluded that discrimination against women in marriage and other aspects of life was a loss to husbands and wives, children, communities and the development of their countries.

In many countries women do a large part of the agricultural work. WHO Photo

B. Making people aware of the situation

The members of the United Nations often have commemorative years or decades to draw people's attention to especially important matters which concern them all. In the case of women's rights, they decided that 1975-85 would be the "United Nations Decade for Women". It began with International Women's Year and an international conference in Mexico City. There women from different parts of the world exchanged ideas and made plans. In Copenhagen in 1980 a second conference was held to review progress and to decide on further measures to fulfill the aims of the Decade: Equality, Development and Peace. The delegates found that some progress had been made in legal rights and job opportunities for women but they decided that in most places much remains to be done.

As with most International Years and Decades, people found that they shared many of the same difficulties and concerns. Some of these are shown in the following quotations* by women in different parts of the world. **Choose two or three to discuss**, using examples from your own experience.

*These appeared in IWY issues of the **Unesco Courier** and **Unesco Features**.

A sense of worth

"It takes more than just job training to enable women to take an upward step in their status. That step is not simply one of increased earning power. It involves learning more about the world, of gaining confidence, of conceiving relationships other than the fixed ones of the family and immediate community, of achieving new worth and dignity in their own eyes."

Redefining Men's Roles

"The task is to help men to define their role in a meaningful relationship with women. This implies change in social attitudes which themselves define and confine men's and women's roles in all walks of life. There can be no real emancipation of women until men too have been fully emancipated."

Equal partners in a New Society

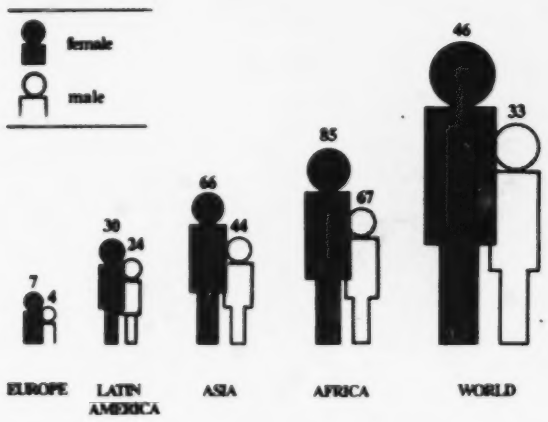
"If we consider how much masculine affectivity has been repressed and distorted by some kinds of education and to what extent competitiveness has been exalted, together with aggressivity, hostility toward others, lack of co-operation and of social solidarity, and what the results have been, then it becomes clear that the objective is much more revolutionary than that of achieving parity between the sexes. All children must be taught sociability, co-operation, conviviality; in other words, values that teach them to live side by side not in confrontation."

Education

"It is not enough to make schools available to girls. The problem still exists of attracting girls to go to school, of persuading parents to send their girl children to school - the girl children who are kept home to look after younger brothers and sisters, or because they 'cannot' go to schools taught by male teachers, or because they are destined to be wives and mothers and, therefore, do not 'need' education."

ILLITERACY

Nearly 2 out of every 3 illiterate people in the world are women.



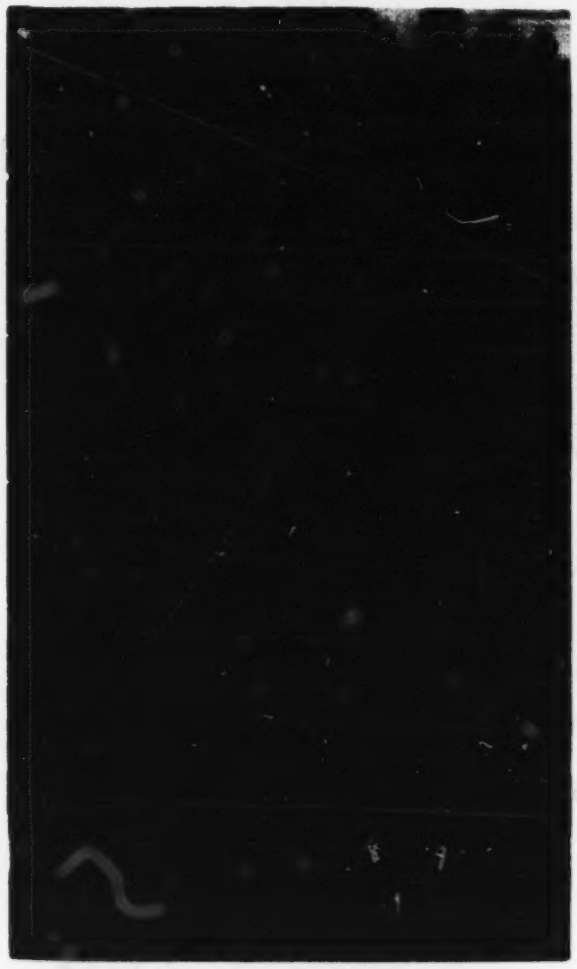
In this graph the number above each figure gives the percentage of men or women in that region which are illiterate (ie. in Asia 66 per cent of women there are illiterate).

Work

"The Latin American woman works hard...first at her job and then at her home caring for her family, generally exceeding 80 hours of work a week; but on this time-table she cannot be a good worker nor a good wife and mother. On the whole, working mothers have less than two-thirds of the free time that their husbands enjoy."

Participation

"As I see it, African women are becoming more aware of the fact that they are capable of assuming the same responsibilities as men - for example, in political or administrative posts. Why can a man become a Deputy or Minister while a woman equally intelligent and qualified cannot? We want to have equal opportunities so that we can not only advance our own position but make a great contribution to our nation. What we want is to build a working partnership for national development."



Madame Jeanne Martin Cisse, Permanent Representative of Guinea to the United Nations, was the first woman to represent her government on the Security Council. United Nations/Tzovaras

C. Opening opportunities for women.

The United Nations encourages national programmes to improve the lives of women. For example, UNICEF and WHO are concerned with health, particularly of mothers; UNESCO seeks equal education for women, and ILO encourages job training and greater job opportunities.

Below are descriptions of several such local initiatives to which people can contribute through the Unesco Co-operative Action Programme (see Part III):

BANGLADESH:
EDUCATION CENTRE FOR WOMEN AND CHILDREN

Many poor families are squatting, in desperately deprived conditions, in the grounds of large blocks of flats in the Ramna district of Dacca. They have come from the country in search of food and work, and are living in vacant garages and huts, with no water supply or electricity. The children's House and Education Centre is now being used to cater to the needs of the squatters, both young and old. In the mornings the Centre is used for its original purpose as a fee-paying school. In the afternoons it is given over to primary education for some 100 children at a fee of about $0.70 per month, most of which goes to provide a daily meal for each child. In the evenings there is a programme to teach some 100 older girls and women from the squatter community how to read, write and sew.

FIJI: HOSTEL FOR VILLAGE GIRLS

Young people in Fiji are anxious to take part in the development of their newly independent country, but many of them live in remote rural areas and can follow secondary education only if they can find reliable accommodation near the schools in the larger towns. In 1948 a girls' hostel was opened on the large island of Vanua Levu, near the town of Nasea where there is a secondary school. The girls have to pay a small daily fee at the hostel, but for many parents it is hard to find the money. All the work in the hostel and its vegetable garden is done by the girls, with voluntary help.

LESOTHO: LEARNING CENTRE FOR WOMEN

In Maqhaka a group of 75 women have formed an association to learn skills such as child-care, vegetable growing and crochet. They have no teacher but share the teaching amongst themselves, with an occasional visitor from outside to introduce a new skill. The village chief has allotted them a small hut, and they are trying to raise funds for tables and benches, a cooker and a sewing machine. Their aim is to start similar associations in nearby villages.

Part III. How Can You Help?

Helping others. You too can help women to have greater opportunities. For example, locally you may be able to help with literacy programmes for women. Or your school might like to support projects such as the ones described above (for information, write UNESCO Co-operative Action Programme, UNESCO, 75700 Paris, France). By contributing to this, you not only participate in the UN's work, you may also have interesting contacts with the people in the projects (you might even write and ask them about marriage roles in their countries).

Your class could explore how to help men to have less circumscribed roles. For example, in some countries, boys are learning skills which used to be reserved for women.

Your own life. You can also contribute by the ways you treat people and how you live your own life. To help you to think about what you intend to do, try imagining in a detailed and concrete way the late afternoon hours in your home fifteen years from today. Then write a story or a play or draw a picture telling about a scene that occurs when one of the family comes home from work.

OTHER IDEAS

Throughout history people have been preoccupied by the relations between women and men. An endlessly fascinating topic, it can be taught in every curriculum area through hundreds of themes, approaches and methods.

For example, in order to become aware of stereotypes about male and female characteristics, proverbs have been studied in **literature** classes and comic books investigated in **art** courses. In **sports**, students have noted games which imply different roles for men and women. **Home economics** courses have helped boys appreciate and learn household skills. In study of **other cultures**, students have compared customs of courtship or the sharing of children's care. **Science** classes can study the contributions of women or read a biography of the first woman astronaut. Students in **civics** study political rights in the Universal Declaration of Human Rights; following this, for one day the boys in the class can be denied these rights with the explanation that because of their sex they don't merit them. You may also wish to use other units on rights relating to children (I-B) or employment (IV-C).

Other subject areas also have possibilities. As part of **career counselling**, students might be asked to compare the local opportunities for females and males in secondary and higher education and in professional work and to find out whether women receive equal pay for equal work. **Current events** classes sometimes use a newsboard for items showing developments in women's legal rights. In **psychology**, experiments can explore what happens when husband and wife compete for power or how a master becomes dependent on those he dominates. In **creative writing** classes, students have tried to write stories in which people were **not** given stereotype male-female roles (they found it very difficult).

UN photo

Mrs. Tereshkova of the USSR, the first woman astronaut, at the UN Headquarters.

UN photo

COMMENTS

Using Human Resources

You have discovered that resource persons can add greatly to international education. Students usually find personal accounts more vivid and memorable than a whole term of abstract general study. But the educational value of resource persons depends largely on whom you choose and how you use them.

Who. In using resource people, the main objective is to have students benefit from those persons' first-hand experiences. For example, in teaching about other cultures, you will not wish to use returning sight-seers since they are apt to give superficial and often misleading information. People with the same cultural background as the class also can do little to widen horizons or counteract ethnocentric ideas (i.e. a North American class derives much less from a European resource person than from an African). What you need is someone with a different background who has lived and worked in another setting.

Such resource persons are not so difficult to find. In most communities there are immigrants or people who have at one time or other lived elsewhere. Students or teachers from other countries are particularly useful in widening viewpoints. For a world view, you may be fortunate in having nearby people serving, or who have served, the United Nations, preferably on programmes away from headquarters.

For insights into common world concerns, however, experienced people of your own nationality can also be useful. For example, a community leader can help students understand the elements of community development world-wide; local farmers cope with the same challenges - weather, fertility, markets, etc. - as those in different environments.

How. You may have found that even the most wonderful resource persons can be disappointing if the class has not learned how to use them. This means that students may need to sharpen their ability to inquire and to draw general understandings from particular information. Of course, all their lives they have learned through experience and have managed to form some frighteningly honest impressions of human behaviour and the state of the world. In human contacts, however, they are often preoccupied with their relation to the other person - whether they are liked, etc. They may need help in learning to use human contacts as a way to discover larger truths.

This will involve them in three highly important processes:

- thinking through a subject in order to find areas for inquiry
- drawing out the particular information and insights each person offers
- "making sense" out of all the details, seeing how they fit into general patterns

Using local inquiry or international interchanges, visits and even letters, students can gain valuable insights from resource persons. More important, they will develop skills in learning which they can use throughout their lives.

ARTERIES OF INTERNATIONAL LIFE

Areas of study: Science, social studies, civics, geography, language
Themes: International communication and co-operation
Related UN function: facilitating interchange (International Civil Aviation Association/ICAO)
Unit objectives: to help students understand that
- the speed of modern communication makes international co-operation possible
- world-wide communication requires standardized terminology and procedures
- co-operation fosters progress and development

Unit components:
- research and field trips relating to aviation and the ICAO
- preparation of exhibit or other presentation
- presentation
- evaluation

Time suggested: 1 or 2 weeks
Tools: **Basic Facts about the United Nations**; if possible, materials from ICAO or the nearest UN Information Centre

SUGGESTED PROCEDURES

To the Teacher: *Who has not longed to fly - free as a bird? Aviation appeals to everyone fascinated by science or adventure. Rather than the freedom of flight imagined by a child, however, safe international aviation is made possible through common rules and regulations. So, also, the safety of humankind may depend on nations abiding by the standards they have agreed to in the United Nations Charter. Thus, in this unit we are concerned with two aspects of international co-operation: 1) the vast network of lines of communication which acts like a circulatory system maintaining the life of the world community and 2) the vital necessity of accepting and living up to international standards.*

This unit is constructed somewhat differently from the others in the book. The first part deals with several basic concepts and simple examples; Part II is optional for advanced students who wish to explore more fully the technical aspects of the subject. In the last part, the presentation, all students bring together the ideas and information derived from their preparatory steps.

• • • • • •

To the student:

Your assignment is to investigate, analyze and make a presentation on the theme: **"international communication and co-operation"**. Several agencies of the United Nations deal with different kinds of international communication; you may wish to use one of the following for your assignment:

Agency:	**Some fields of activity:** *(see examples in the rest of this unit)*
ICAO/International Civil Aviation Organization	
UPU/Universal Postal Union	facilitates international postal services carried out by the postal administrations of its members, etc.
ITU/International Telecommunications Union	telecommunication techniques and regulations, radio frequency assignments, etc.
WMO/World Meteorological Organization	meteorological observations, weather information, etc.
IMO/International Maritime Organization	maritime safety, marine pollution, concerned with unfair restrictive practices by shipping engaged in international trade, etc.

All these agencies do their jobs in similar ways: setting standards, providing machinery for co-operation and the exchange of information, and promoting development through research, training and technical assistance.

Below are examples of how you might use one of these (ICAO/International Civil Aviation Organization) to make a presentation on "international communication and co-operation".

ICAO Photo.

BEST COPY AVAILABLE

Part I. The Need for International Co-operation in the Air

A. The growth and speed of international travel

Recently on an international airliner, a child of six was welcomed aboard by a flight attendant. On his jacket the little boy wore a tag giving his name and the name and address of the person to whom he would be "delivered" when the plane landed.

This child travelling alone was an example of something new in this century: the growth and speed of international travel. Although they may not wear tags, each year more than 800,000,000 people depend on airlines to carry them on 133,000,000 flights for 9,654,000,000 kilometers (6,000,000,000 miles or the equivalent of 12,000 round trips to the moon). More and more freight and mail also go by air.

To carry this growing number of people and things safely and efficiently requires international co-operation. Regardless of where an aircraft takes off or lands, it follows prescribed international rules. There must be standardized equipment, trained people, information and international agreements.

Try to list what is needed in each category in order to carry the child by air from Country A to Country B. Your list might begin like this:

Equipment
- aircraft and air-borne equipment
- airports and ground facilities

Trained people
- pilot and flight crew
- ground personnel
- air traffic controller

Information
- flight information
- weather reports
- take-off & landing instructions
- information on air space restrictions

International Agreements
- safety procedures
- ICAO Standards & Recommended Practices
- information on air space restrictions

You will, of course, think of many other elements but, even if you are very knowledgeable about aviation, you will be unable to list them all. Thousands of trained people are needed to guide the aircraft, to inform its crew of weather conditions, to watch over its progress and protect it from collision and service it. There are also cartographers for aeronautical maps, flight instructors, communication specialists, airport personnel and many more.

B. Efficiency and safety through international co-operation

From this you will see how many elements there are in a technical field like aviation and how dependent we are on their working well. The elements also are interdependent. The people who use the equipment must rely on its functioning properly and on having the needed information. And to operate harmoniously, they depend on international agreements in the technical, economic and legal fields of aviation. This is why the nations of the world signed the Chicago Convention on International Civil Aviation and established the **International Civil Aviation Organization (ICAO)** in 1944 to set the rules and regulations that govern all aspects of international air transport.

Through ICAO, more than 140 "contracting states" work together on every aspect of international aviation. The organization adopts international standards and recommended practices; it provides a forum of co-operation between states on all matters concerning aviation; it furthers the development of air navigation and technology and improves safety and efficiency in international air transport.

C. Examples of standardization at an airport

To research your subject, try to visit an airport. The chances are that you live near one of the 16,000 public airports listed by ICAO; perhaps you might even be able to visit one of the more than 1,000 international airports. Whatever their size or importance, airports follow national regulations based on ICAO-approved standards.

At the airport, look for examples of standardization. Here are some areas which are subject to world-wide regulations:

- aerodrome design (i.e., length of runways, etc.)
- equipment (i.e. rescue and fire-fighting equipment, fuel, landing aids, emergency power supply, computerized ticket reservations, etc.)
- procedures (i.e., customs and immigration, cargo handling, takeoff and landing, keeping airports clear of birds, etc.)

Take one or two instances of standardization and find out why the regulations are necessary. For example, in the case of the length of runways: what is the required length? what factors determined this length? why should runways in different parts of the world be the same length? what would happen if one of the ICAO "contracting states" failed to obey the rules?

D. Other resources

You can find general information about aviation and ICAO in your textbook, an encyclopedia, or **Basic Facts about the UN.** If possible, procure from the nearest UN Information Centre some of ICAO's posters and publications. Airlines offices also may have maps and posters which could be useful in your presentation.

Part II. Examples of International Co-operation *(optional)*

Those students who want to explore further can form working groups, each concentrating on a particular ICAO job which the students consider important and interesting. Here are two possibilities:

A. Standards of operation and proficiency

One of ICAO's chief activities is establishing uniform international standards, recommended practices and procedures covering technical fields of aviation.* The Convention on International Aviation and its 18 annexes list many rules; these are continually amended and up-dated as new developments occur. They cover licensing of personnel, aeronautical meteorology and telecommunications, air traffic services, air accident investigation, search and rescue, airworthiness and many other technical aspects of aviation. A recent set of rules covers the safe transport of dangerous goods.

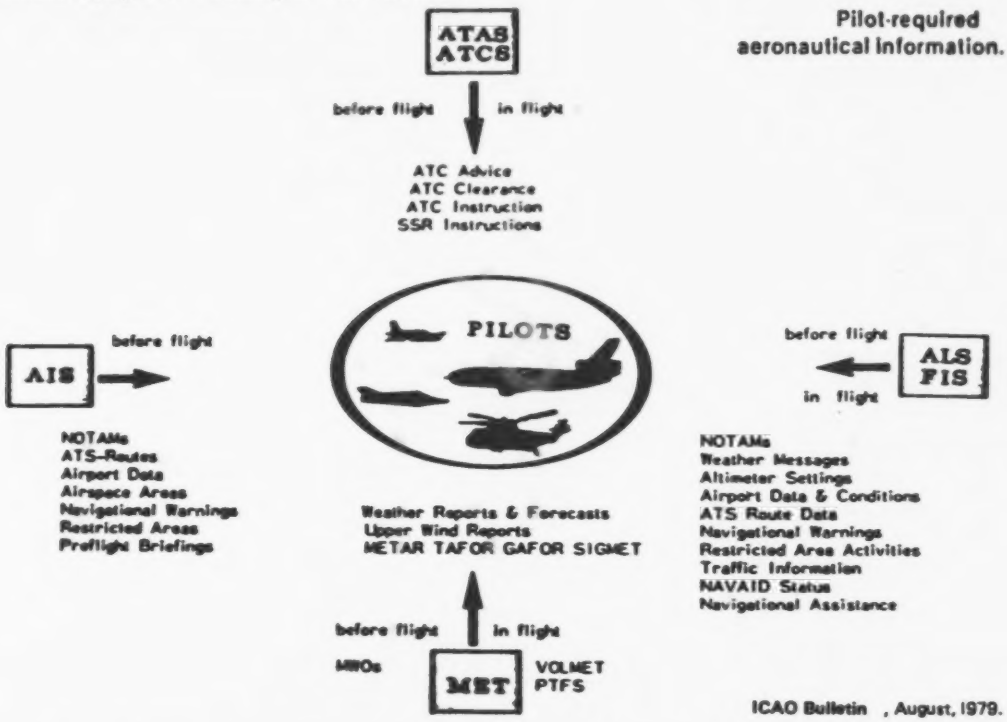
This example shows aeronautical information which each pilot is required to have, according to ICAO agreements. Perhaps your group can find out the meaning of some of the abbreviations and technical terms.

Members' responsibilities. Because safety depends on ICAO regulations being implemented, ICAO's members have special responsibilities in applying the standards and practices which make air travel possible world-wide. They must also provide essential services and facilities to international airlines flying over or landing in their territories.

B. Technical assistance

Technical assistance is a principal International Civil Aviation Organization activity in developing countries. This assistance has consisently grown because the world-wide network of air transport requires modern facilities and trained technicians in even the most remote airports and because more and more countries have come to realize the benefits of civil aviation to their social and economic development. The aircraft is often the only link to the rest of the world for the islands of the Caribbean and the South Pacific and for many countries in the heart of Africa, Asia and Latin America. The development of air transport is freeing countries, regions and continents from isolation.

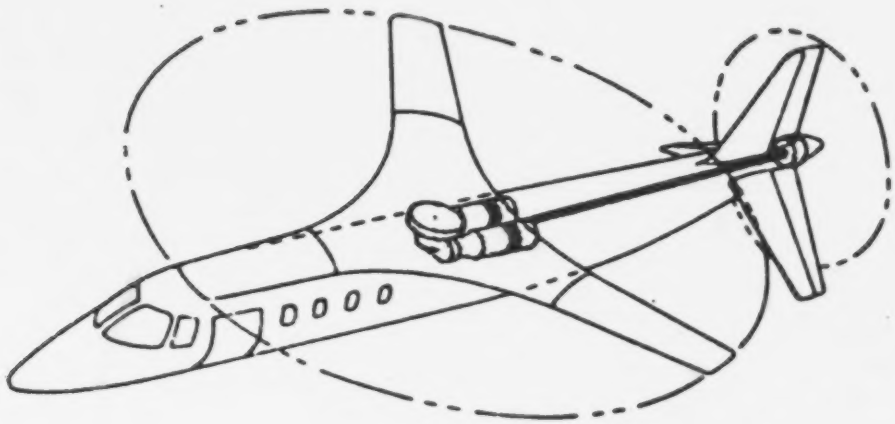
While ICAO has helped provide essential services and facilities, it is particularly involved in training the technicians required to operate them safely and efficiently. Hence, ICAO has helped create more than 60 national and regional training centres. More are needed, however, if developing countries are to get the full benefits of civil aviation (It is estimated that 17,000 trained technicians are required in Africa alone). ICAO's technical assistance projects related to developing countries require fairly large expenditures and cover different activities in more than 100 countries.



ICAO Bulletin , August, 1979.

* For the past 35 years, the main technical accomplishment of the International Labour Organisation has been agreement of its Member States on the necessary level of standardization for the operation of safe, efficient and regular air services. This standardization has been achieved primarily through the adoption by the ICAO Council, as Annexes to the Chicago Convention, of specifications known as International Standards and Recommended Practices (SARPS) The 18 Annexes so far adopted cover the whole spectrum of aviation. A Standard is a specification of uniform application which is recognized as necessary for the safety or regularity of international air navigation, while a Recommended Practice is one agreed to be desirable but not essential. The Chicago Convention provides that States must collaborate in securing the highest practical degree of uniformity in regulations. To this end, the Council has regulatory powers which such governing bodies in other international organizations do not possess.

BEST COPY AVAILABLE



Compound aircraft of the '90s would take off as a helicopter, then convert to a fixed wing mode for high speed cruise.

ICAO Bulletin February 1980

Part III. The Presentation

A. Choosing the themes.

Analyze your findings in Part I (and II) and choose two or three ideas you would like to present. These may be factual (i.e., "ICAO - what it is, what it does, how it works") or general (i.e., "international co-operation for safety" or "how aviation links people").

B. Presenting the themes.

There are many ways to present such ideas. You might consider an exhibit, talks, film or slide shows or a combination of these.

In the course of research, the work groups have probably collected many kinds of materials you could use in a display. You can also make models, posters and other exhibit materials yourselves.

Most important are the devices you use to dramatize your ideas. For example, if you are presenting the need for uniform rules, you might display an aeronautical chart, the design for an airfield and terminal building, and maybe the ICAO phonetic alphabet used in radiotelephony. You might make a tape enacting the interchange between a pilot and an air controller. Or you could plan to take groups of exhibit visitors on simulated flights. In this the flight crew and the ground personnel would not speak the same language (for example, the first would speak Chinese and the second Swahili). Or they could try to give instructions in ordinary speech rather than using standard technical terms. It would, of course, be impossible to land safely.

You might use a globe with threads showing the principal commercial aviation routes. The globe should include deserts, oceans, mountains, swamps, jungles, great rivers and other physical barriers which used to divide peoples.

To demonstrate the technical skills needed in aviation, you could follow the flight of a single airplane, using photos or drawings of people and operations involved before take-off, while in the air and on landing. Or you could show how ICAO encourages innovations, such as the solar-powered plane or the compound aircraft illustrated below.

You will undoubtedly think of many other ways to present simply and dramatically the ideas you have chosen.

Whatever you have chosen to do, your presentation will be a kind of communication. You will be passing on to others what you have learned and found important. If you do this in clear and stimulating ways, then your audience will be able to share your interest in the subject.

C. Evaluation

Once the working groups have finished cleaning up, the class will want to evaluate the project.

In discussing what insights you may have gained, raise questions such as these:

- *would it have been possible to have international communication without international agreements? international organizations without modern communication?*
- *by carrying out their agreements, the ICAO contracting states have been able to increase the safety and efficiency of aviation; could comparable progress be made in such fields as peace-keeping if UN Member States abided by the agreements of the UN Charter?*
- *which of your discoveries in this unit particularly impressed you? why?*

You will also want to evaluate the effectiveness of the various parts of the presentation, what you enjoyed the most, what was least satisfactory and what changes you would make were you to undertake such a project again.

BEST COPY AVAILABLE

OTHER IDEAS

The topic can be extended through further study of aviation or of related UN activities.

Although the history of aviation began only recently, it is an exciting and adventurous field for all ages to learn about. Topics can range from the science of aerodynamics to career possibilities.

Students might examine the role of aviation in their own country. What economic benefits does it bring - local, regional, national - through imports and exports, tourism, etc.? What kinds of facilities, personnel, and equipment are provided by ICAO?

Students may also wish to study additional aspects of ICAO. For example, they could research one item, such as aircraft noise and emissions. They could follow the evolution of regulations, studies and technological improvements made, how these have been applied by the "contracting states", etc. There is also the difficult problem of "unlawful interference with international civil aviation" (hi-jacking). They might investigate the kinds of training ICAO provides in such fields as "Air and Space Law, Aviation Medicine and Flight Navigation." Fuel efficiency and new technological improvements brought about by microelectronics are other recent ICAO concerns.

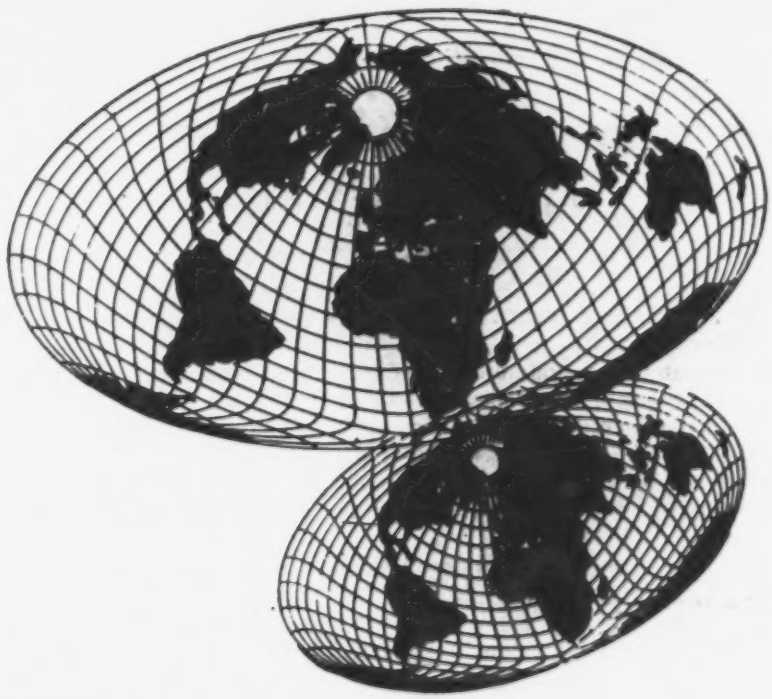
COMMENTS

Meaningful Presentations

There are many ways to help a presentation to become meaningful to students. Most important is that they play an active role in organizing the research, choosing the topic and themes, planning and executing the presentation. They will derive more by making their own exhibits than from relying on materials already prepared by others. At the exhibit (or other kind of presentation) every student should have some kind of responsibility, such as guides, lights, refreshments, etc. The spectators may also participate through joining simulations or answering survey questions on the topic. In some schools a whole day is given to a "fair" on the theme with classes attending slide-shows and films, dramatizations and so on.

Often, however, students who have been very involved in preparing an exhibit or some other presentation feel let-down after it is over. The visitors have seen a mass of material ; they were probably impressed by its quantity and the work that must have been needed in order to assemble it. Nevertheless, they cannot appreciate the experience the students have gone through in creating the presentation.

This feeling of disappointment can be lessened if students are aware that the purpose of the presentation is not impressing spectators; the goal is the process the students have been through. In searching, discovering, analyzing and interpreting, they have come to understand and become involved in the subject. If they have been able to present the subject well, the spectators may also understand and be moved (even a factual topic such as ICAO can make people wonder at human ingenuity or the possibilities opened by international co-operation). Nevertheless, such a presentation can never mean as much to spectators as it does to those who have created it.



In many places people have to walk long distances to fetch water. WHO photo.

WATER, WATER EVERYWHERE...

Areas of study: Science, civics, environmental studies, mathematics, area studies
Themes: Water and civic responsibilities
Related UN function: meeting common needs (UN Environment Programme - UNEP)
Unit objectives: students should come to understand that

- all living beings depend on the environment
- people's actions affect the environment and each other's lives
- through the UN nations are learning to work together on common concerns
- each person has a responsibility to use the earth's resources wisely and fairly

Unit components:

- approaching scarcity of fresh water: 1) home exercise, 2) world statistics
- co-operation in order to conserve, manage and develop water resources: 1) readings about a rural village and a regional programme to eliminate pollution in the Mediterranean Sea, 2) a small project to improve the local water situation

Time suggested: 3 or more class periods
Tools: (optional: 1977 UN Students Leaflet on the environment, posters, slides, films on water which are available through UNEP and the UN Department of Public Information)

SUGGESTED PROCEDURES

To the teacher: *This unit helps students to appreciate the importance of water to living beings and the need to use it carefully in the local community and throughout the world. Students will also learn about the need for co-operation and what UN agencies are doing to help preserve the environment.*

Several different aspects of the topic are presented here. You will know best which are most relevant to your local situation and what resources and activities to use.

To the students:

Part I. The Need for Water

A. Water is precious - home exercise

1. When you reach home today, measure into a container 6 litres of clean water. This is the amount of water used daily by each person in some places in the world today; it might be your share of the world's water when you are 30 years old.

These 6 litres (1.576 gallons) of water are **all the water you may use for the next 24 hours.** Don't forget: you cannot use any other water for any of your needs at home, in school or elsewhere. Tomorrow in class we will discuss how you are using the water.

2. Analysis of the results of the home assignment

Make a list of the uses you are making of your 6 litres of water and group the items into the following categories:

- **basic needs** (i.e., drink)
- **cleanliness** (i.e., washing self, utensils, clothes, sanitation)
- **livelihood** (i.e., animals, plants and objects which need water for their production)
- **pleasure** (i.e., cooling, recreation, beauty - fountains, etc.)

Did you find ways to extend your 6 litres? (by re-using the water, by combining yours with somebody else's share, etc.)

How would your way of life be changed if you had to live on less water?

How would your relations with people in the community be changed?

B. Is water becoming scarce in the world?

In your home exercise you have seen how precious water can be when it is scarce. Is it possible that there might some day be too little water for the earth's people? One of the UN's jobs is to investigate such questions.

An international inquiry

During the International Hydrological Decade (1964-74) UNESCO conducted a world-wide study of water resources. Through 60 projects scientists from 108 countries studied how much water is available for human beings, where it is found, how it is used, and how much will be needed when the population doubles.

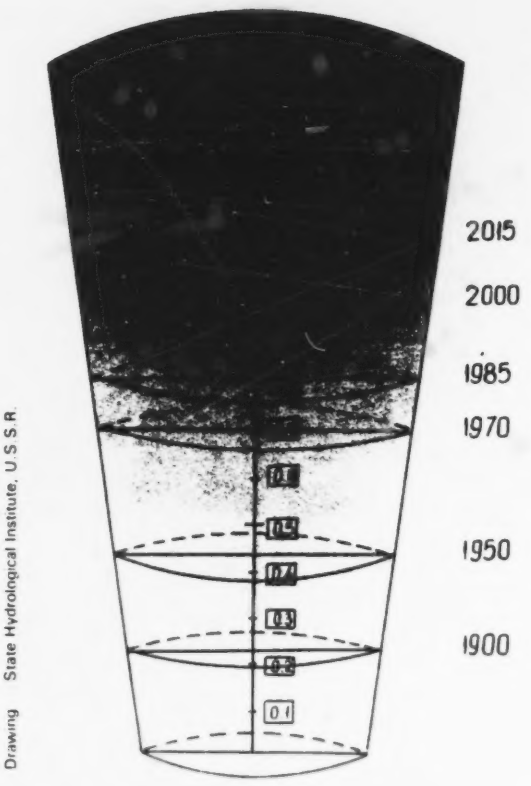
Here are some of the facts* they discovered:

The amount of fresh water:

If the earth were the size of a large orange, all its water, whether suspended in the air, under the earth, or in the oceans, seas, lakes and rivers, would amount to no more than a tiny drop of water. About 97% of the drop would be salt water from the world's oceans and seas. The remaining 2 or 3%, smaller than a pinhead, would consist of the fresh water which is vital for human life.

Of these fresh-water resources 75% is frozen in the ice at the North and South Poles. Most of the rest is in or under the soil and less than 1% is actually available for human use in streams, lakes, swamps and springs.

*The statistics used here in Part I are derived from articles in the Unesco Courier, February 1978.



UNESCO Courier February 1978

This graduated glass shows average world per capita water consumption (in millions of litres per year) since 1900, as well as a forecast up to the year 2015. Industrial and agricultural needs are included

Increased use of water

People can live 40-50 days without food, but only 4 days without water. People today vary in how much water they consume per day; in some places each person averages 5 litres, in other places 210 litres.

People are using far more water today than they did 75 years ago. Not only are there more people but most of them use three times as much water for personal use as their grandparents did (i.e. flushing a toilet uses 25 litres).

In cities much more water is used (cities now use 1500 cm^3 per second). To meet their needs most cities must clean water from sewers and reservoirs, but with current cleaning methods, this cleaned water must be diluted with fresh water.

The greatest increases come in the water consumed in agriculture and industry:

	1900	1975	2015 (estimated)
World population (in millions)	1,670	4,000	8,000
World water consumption (total per year)	400 km^3	2,800 km^3	8,500 km^3
World water consumption for agriculture * (total per year)	350 km^3	2,100 km^3	4,700 km^3
World water consumption for industry ** (total per year)	30 km^3	630 km^3	2,750 km^3

* 4500 tonnes of water are needed to produce 1 tonne of rice
** 10,000 tonnes of water are needed to produce 1 tonne of cotton fibre;
a thermal power station needs 1.2 - 1.6 billion cm^3 of water to produce 1 million kilowatts

Conclusions

What do these facts tell you about the need for water?

Here are some of the conclusions reached by the scientists in the Unesco study:

There is only a limited amount of fresh water available for human use. In densely populated areas this is being used up faster than it can be replaced by the natural water cycle.

If nothing is done, water resources in the world's populated areas will be almost exhausted by the year 2015. In certain regions they will already be exhausted by the year 2000. The threat is especially great in Europe; with only 7% of the world's fresh water, it has 20% of the world's population and a high consumption of water for personal, agricultural and industrial uses. Asia, with 60% of the world's population, has only 30% of its water reserves.

1981-1990

International Drinking Water

Clean water is also important.

Part II. Co-operation for Water

What do you think should be done so there will be enough water for all in the coming years? What can people do locally? What should the national governments do? What can the nations together do?

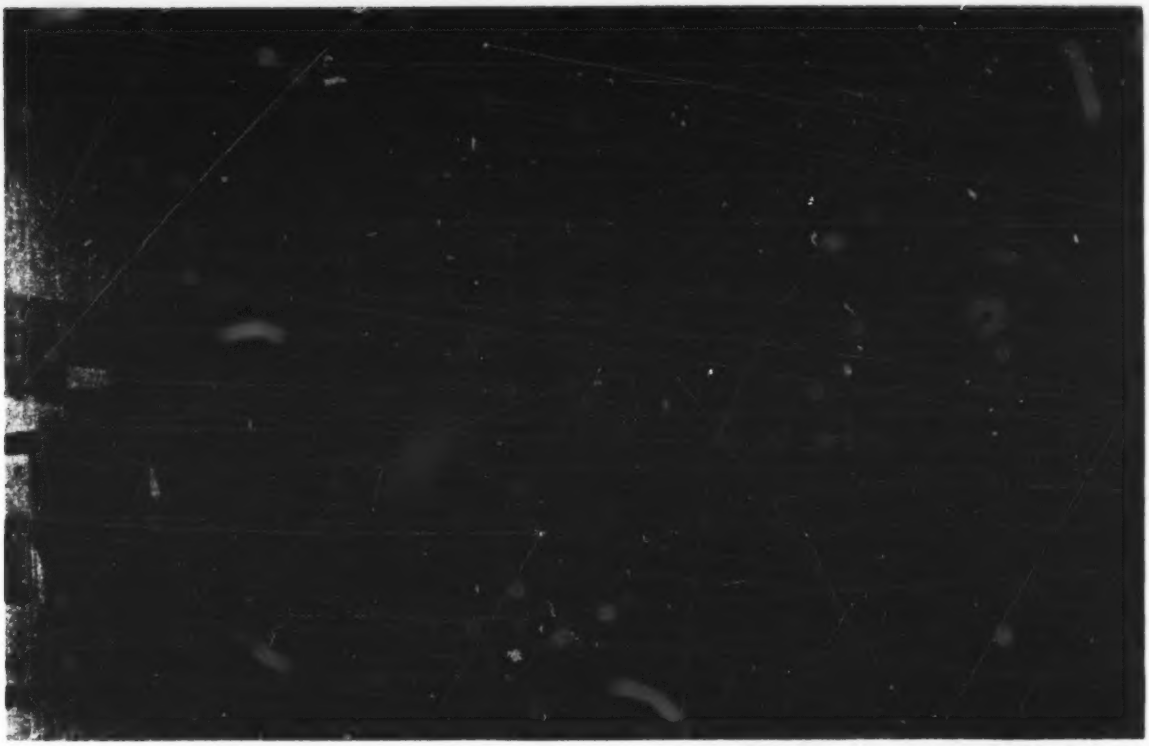
After talking in general about these questions, make a list of five major actions that might be taken by people, by governments, and by the nations in co-operation. Then compare your ideas with those reached by the **World Water Conference** (below).

A. International Plans

In 1977 the world's nations met together to plan what must be done to deal with the approaching water scarcity. There were representatives from all Member States of the UN and also scientific and environmental organizations and other concerned groups. Many parts of the UN system were also involved since water relates to population, agriculture, health, industry, environment and all aspects of development. Together the representatives drew up a Plan of Action to be carried out by UN agencies, by nations working co-operatively, and by governments helped by local committees and individual people like yourselves. The action was to be in three main fields:

- **conserving water** through moderate consumption, curbing pollution and waste (damming water so it won't run off into the salt ocean, preventing careless or greedy use of water, etc.)
- **using water wisely** (more efficient delivery and use of water)
- **developing new sources of water** ("mining" sources of water deep in the earth, reclaiming lakes and rivers which have become polluted, diverting rivers to where water is needed, using water frozen in the polar icecaps, etc.) It was also decided to continue **scientific co-operation** through an International Hydrological Programme and to proclaim 1980-90 International Decade for Drinking Water Supply and Sanitation.

These plans are being carried out right now throughout the world. Two examples of ways people can deal with water scarcity are described below. Perhaps you can also find out what is being done in your country.



UN photo/C. Ghigi

B. Water scarcity in a village

Note: In many places students before their graduation or young people doing military service or UN Volunteers* help countries develop by serving as teachers in rural villages. The following is taken from the journal of such a person:

27 May Today the sun blazes in a clear sky just as it has done ever since my arrival 9 months ago. No reason to expect rain EVER. I walk along the dusty streets between blank walls. I know that inside these walls are tiny gardens carefully tended and protected from the wind, but all I can see is the same pale no-color everywhere - the earth, the walls, the hills around. It is hard to believe that there were forests here centuries ago before people came. The same hot wind is blowing and I almost wish that I were staying home out of the heat in the adobe house (I think again of the ingenious way the villagers funnel the wind down into the cellar where it passes over water stored there and then rises to cool the rooms).

This morning there is water flowing through the open ditches which flank the street. It must be wash day. Around a bend I see the women, brightly dressed, chatting and singing as they scrub the clothes. They smile and wave at me. Tomorrow will be the day that water can be used to irrigate the vegetables and fruit trees in the garden plots. In the village square women and children draw from the well their shares of drinking water for the day.

At school the children are already gathered in the courtyard for the morning exercises. Afterwards, thinking still of water, I remind my class of the importance of clean hands when eating and draw some pictures showing this idea. I know cleanliness is difficult where water is so scarce and precious.

The other teacher tells me there is to be a meeting of the village council this evening - something about water. I ask him how water here is owned and shared. Apparently, the water belongs to the village and is shared equally according to 100 year-old agreements passed by the council. When the population grows, of course, each person has a smaller share. This evening people will consider a way to have more water. Apparently, some neighboring villages, with the advice and help of WHO/UNICEF, have dug deeper wells and are using a new method to cap the wells and keep them clean. This, plus a new latrine system, has dramatically improved the health of the children. The whole community will be at the meeting. He urges me to come - "After all," he says, "you are one of the village". Indeed, the people have made me feel this - and this is what I like best about my work.

Reading questions:

Has the scarcity of water helped to build close community relationships?

What could nations sharing a common water supply learn from this community (i.e. ownership, agreed rights, patterns of sharing, etc.)?

*About 1,000 United Nations Volunteers from 80 countries are currently serving in 90 developing countries (Press Release WS/1110, 14 Jan. 1983)

Unitarre, Mar.-Apr. 1981

The regional seas Action Plans are in effect for (4) the Mediterranean, (5) the Gulf, and (6) the Kuwait region. Action plans are under way at various stages for (1) the Caribbean, (2) the South-East Pacific, (3) West Africa, (7) East Asia, and (8) the South-West Pacific.

C. Regional Co-operation: Cleaning the Mediterranean

The United Nations Environment Programme and 9 other agencies of the UN have worked with the 16 nations bordering the Mediterranean to reverse the pollution of that sea. The states agreed, through a binding international treaty, to co-operate to preserve their common heritage for the benefit of future generations and to take steps progressively to bring all sources of pollution under control. First there was an agreement against dumping in the sea, then one on co-operation in case of massive spills, and most recently, on land-based pollutants flowing into the sea (85% of pollution in the Mediterranean comes from industry (waste), cities (sewage), and agriculture (run-offs of pesticides and fertilizers)). Eighty-three national marine laboratories in the 16 countries do co-operative research and monitor the health of the sea.

The UN Environment Programme's role has been to stimulate the development of a comprehensive plan and then to encourage the governments gradually to take-over the policy and funding of their co-operative work.

Thanks to the co-operation of these nations, the dangerous pollution of the Mediterranean is being reversed. As one of the organizers said, "The Mediterranean Action Plan has achieved results many of us thought impossible a few years ago."

Discussion questions:

- Look at a map of the Mediterranean in your textbook. *Can you find the 16 countries which co-operated in the Action Plan? What different cultures do they represent?*
- *In what ways did the Mediterranean nations act as people in a community might act when faced with a common problem?*
- The nine UN organizations which work with UNEP on the Regional Seas Programme are:
  UN Department of International Economic and Social Affairs (DIESA), Economic and Social Commission for Asia and the Pacific (ESCAP), Economic Commission for Africa (ECA), UN Industrial Development Organization (UNIDO), Food and Agriculture Organization (FAO), UN Educational Scientific and Cultural Organization (UNESCO), Inter-governmental Oceanographic Commission (IOC), World Health Organization (WHO), and International Maritime Organization (IMO). *Can you guess what kinds of involvement each one might have in the Regional Seas Programme?*

Part III. Co-operation in the Local Community - an action project.

To the teacher: *This project should be chosen by the students and should require co-operation among themselves and with others in the community. The project should show the students how much they can accomplish on their own and how much must also be done by others in the local and larger communities (For example, if students clean a nearby stream, they may find their work undone by the carelessness of passersby or by the irresponsibility of an industry upstream.).*

"Water, water everywhere...nor any drop to drink.." Although you may live in a place where there seems to be plenty of water, you have learned in the earlier parts of this unit that water may become scarce and that it is therefore important to use water wisely and fairly. In this part you will look at your local community and see what you can do so there will be enough clean, fresh water for you and your children.

1. The class should choose some aspect of water which especially concerns the local community (i.e. pollution, waste, flood control)

2. Individually, or in groups, research the aspect you have chosen. If you have chosen clean drinking water, for example, you could find out

   - *is the drinking water clean?* (test it for contamination)
   - *if the water is polluted, what is the cause? (i.e. is the source of water protected from dirt? do people contaminate it? do industries? fertilizers or pesticides?)*
   - *how can pollution be prevented? (i.e. are there rules or laws? what is each person's responsibility?)*

3. Plan and carry out a small project which you think might improve the water situation in your community now and in the future. This could mean being careful to use clean water in your family or, it could be a joint project helping to educate people about health and sanitation or building containers for storing water, etc.

Part IV. Evaluation

Through a discussion, a composition or some other means, evaluate what you have learned and what you feel you have accomplished in this unit. You might ask yourself

- *has your work helped you to appreciate the value of water to you and to others?*
- *have you been able to improve the situation? what more needs to be done? by whom? where?*
- *are you more aware of the need for people to act responsibly so there will be enough water for everyone's needs?*
- *has this helped you to understand the inter-relationship of all aspects of the environment? how people's actions affect the lives of others today and in the years to come? how nations are working together through the United Nations to conserve the world's resources?*

OTHER IDEAS

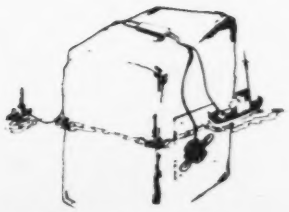
There is an almost limitless range of topics relating to water which can be fitted into different subjects in the curriculum:

desalinization
changing the flow of rivers
desertification
rain-making
hydropower
poems, songs, stories, art about water or life on the water
aquatic sports
sanitation
canals
development of international river basins
underground water sources
cooling by water in different cultures
irrigation
purification of water
waterborne diseases
dams and their economic and ecological effects
towing icebergs

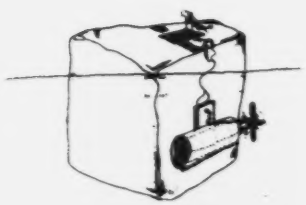
If you include the oceans in your water project, students can explore fishes and other sea life or the ways that oceans can be used by people. A recent study undertaken by various agencies (including UNEP and UNESCO) found that the state of health of the oceans on the high seas is not as bad as had been thought. Nevertheless, serious problems remain, especially in coastal waters. There most human activities, such as tourism and fishing, are carried out.

You may wish to focus on aspects of the theme of particular local concern, such as water and industrialization, urbanization or over-consumption (see IV-D). Your community may have many resources for these topics which you could supplement with study of your national water policies. Such themes also lend themselves to interesting classroom and community activities.

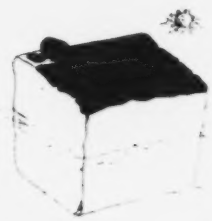
Water can also serve to introduce the work of various international agencies, such as UNESCO, WHO and others mentioned in Part II above. These agencies have excellent audio-visual materials and publications prepared for the world conferences on the environment, water, desertification, and habitat and the International Decade for Drinking Water Supply and Sanitation. More advanced students might study the development of the Law of the Sea. It would allow them to go more deeply into such issues as the preservation of the world's limited resources and the need for international agreements and co-operation.



Icebergs could be transported by tugs, but alternative methods are also being studied, such as using the difference in temperature between sea water and ice to drive a turbine (left). Less than 2 per cent of the berg would be lost as "fuel" during a journey from the Antarctic to the Pacific coast of the United States.



Another concept of iceberg self-propulsion. It involves the use of electrically-powered propellers or paddle-wheels driven by engines mounted on the berg or on escort ships.



To prevent excessive melting caused by the sun and warm tropical seas, it has been proposed to cover bergs with a protective wrap during transit.

Drawings by Sam Lowe

Unesco Courier February 1978

Note: For map of arid regions, see II-D.

Through the skeletons of trees
A dead bird flies...
With industrial ash flaking
The death of the world
Is in the making.

from poems about the environment by 12 year-old students in Canada, Unesco Associated Schools Circular No. 26

BEST COPY AVAILABLE

COMMENTS

Local and World Realities

This unit has tried to deal with one of the greatest challenges in international education - that of making real to students the relationship between their own lives and what is happening in the world. Other parts of this booklet also show ways that teachers have found to do this.

Demonstrating links between the local community and the world. It is easy for people to perceive how the parts of the environment are interconnected. For example, the river which waters the fields at home rose in mountains your students may never have seen, will flow into far-off oceans and there will be transformed into vapor which will in turn fall as rain on distant lands. There are also economic links. Students can note the goods from other countries which form part of their way of life and can explore where their own products are sent. Cultural links are equally important. Almost every country now is rich with many cultures and ethnic groups: students can become aware of ideas, words, customs and skills and growing political links between their country and others in the world community.

How world happenings affect the local community and visa versa. Here again the environment provides concrete examples. You can show that dust from explosions - volcanic or man-made - is carried in the air from continents half a world away; in the local community the weather is affected and the fall-out contaminates living things. Conversely, smoke from local industrial regions floats across national boundaries and pollutes neighboring countries.

Students can also understand the effects of other kinds of world happenings. They can see how economic actions, such as rising prices, change people's lives locally and in other parts of the world. The links between different societies also have social and cultural effects. For example, alien values and habits can transform relations between generations or lure young people towards cities.

Local reality as part of the world reality. Students need to do more than become aware of inter-relationships; they must also sense that the local reality is part of the larger world reality. This can be difficult. The immediate is vivid and concrete whereas , inevitably, what is not seen seems abstract and unreal. Nevertheless, you can underline such ideas as

- every aspect of life has an international dimension
- many systems - the environment, the economy - are world systems
- the world's people are experiencing together such developments as the growth of population, industrialization and urbanization
- what students do to improve their community is part of a world-wide effort to help all people to have decent lives

They can realize that treating people fairly and respectfully at home is part of the fight against greed and injustice everywhere; they can feel that their actions contribute to what happens now and in the future.

Using this picture, make up a story about water. UN Photo.

BEST COPY AVAILABLE

Section IV - Upper Secondary
Grades 10 - 12 Ages 15 - 18
CONTINUING CHALLENGES

Synopsis

At this age most students reject simplistic answers and wishful thinking. They want to understand honestly and realistically what is happening in the world. They are critical of human failings but are eager to participate in bettering society.

This section faces the gap between UN goals and what has been accomplished. Violence, discrimination and poverty continue to plague people. Industrialization seems to have de-humanized life in many places. Nevertheless the world community continues to seek a more just and humane system.

General Goals

Students focus on issues which concern them most and
- look critically at local and world systems
- try to appreciate what injustice and misery mean in terms of people's lives
- analyze some of the reasons why improvements may be slow and difficult
- recognize that effort, skill and commitment are needed at all levels and that they may themselves contribute
- seek a realistic understanding of UN capabilities

The section should help free students from illusions but it should not leave them overwhelmed or hopeless. In-depth study of problems includes measures to deal with them. Their own work is directed towards some kind of action, responsibly planned and carried out.

Units

A. **Developing the World We Want.** Through a model meeting of UNIDO (UN Industrial Development Organization) students explore what is wrong with the present economic system and what governments and the UN are doing to create a fairer one.

B. **Justice for ALL.** Students investigate discrimination in housing. Through an interview with a journalist banished from South Africa, students learn about injustices under **apartheid**. They then research the housing situation in their own country.

C. **People and Work.** Students explore new trends in employment and how these may affect the kinds of jobs available, the satisfactions people derive from work and their own work plans.

D. **All Together Now.** Population growth and increased consumption in industrialized societies have contributed to a world energy crisis. Students examine energy use at home and in selected world areas; they prepare recommendations for the local community authorities.

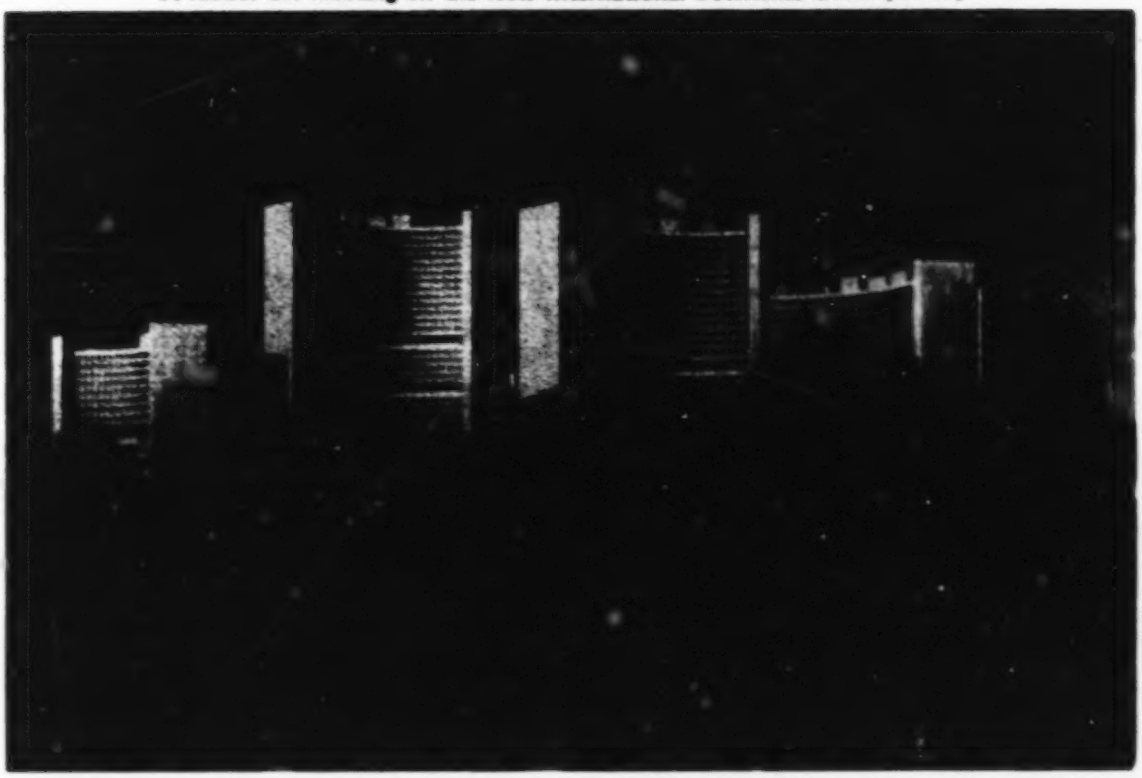
E. **The Peace Process.** Reducing violence and promoting harmony is a long and difficult task. Students learn about this process by studying the UN's peace-keeping techniques used in a hypothetical case and the evolution of part of the World Programme of Action for disarmament.

F. **What Can My Country Do?** Students examine rights and duties in a world community. They focus on national identity and their country's contributions to the United Nations' work. In conclusion they hold a debate on individual freedom and social responsibility.

G. **What Can I Do?** More and more young people are participating in their country's development. Students examine the needs of their community and development activities of youth in other countries. They undertake and evaluate a development project of their own.

DEVELOPING THE WORLD WE WANT

A Model UN Meeting on the New International Economic Order (NIEO)



The Vienna International Centre - home of UNIDO, the International Atomic Energy Agency (IAEA) and other UN bodies. UN photo.

"International economic co-operation is an essential means to ensure the removal of the inequalities between nations and promote the political, economic and social well-being of all peoples." *UN Secretary-General Javier Perez de Cuellar*
22 July 1982(SG/SM/3312)

Areas of study: History, civics, economics, geography, area studies, social studies, current affairs
Themes: Industry and people
Related UN function: a forum for world planning (NIEO, UN Industrial Development Organization/ UNIDO)
Unit objectives: to help students to
- recognize the potential for removing poverty and reducing hunger and disease in the world
- understand broadly how the world economy works
- learn what is being done to create a fairer world
- appreciate the difficulties and the vital necessity of this work

Unit components:
- preparation for participating in a model meeting of the UN Industrial Development Organization: research on the country to be represented, NIEO and UNIDO activities
- participation in model meeting
- de-briefing and evaluation of insights gained

Time suggested: 2 weeks or more
Tools: **Basic Facts about the UN, UN Chronicle** (any issue, in particular Vol.XIX No.9)1980 UN Day Student Leaflet on the New International Economic Order, **Towards a World Economy That Works** - DPI,1980. (Optional: reports, informational materials, posters and films on NIEO and UNIDO)

SUGGESTED PROCEDURES

To the teacher: *This unit introduces the theme central to all the units in this upper secondary section: the attempt to close the gap between the real world today and the ideal world that people want. The unit may seem quite ambitious, but most students are concerned about economic injustice and they enjoy model meetings. They could do most of the unit as a simple role-playing exercise in the classroom or they could use the full unit to help them participate in inter-school or regional Model UN meetings which are increasing in many parts of the world.*

The United Nations and almost all its agencies are concerned with some aspect of the New International Economic Order. This unit deals only with the UN Industrial Development Organization and its consideration of the item "re-deployment of industry". You may prefer to hold a model meeting of the UN General Assembly or some other UN body to consider another of the many topics related to NIEO.

Important: as with all role-playing, the preparation and the de-briefing are vital parts of the exercise.

To the organizers of the model meeting: the participants' functions

Each participant is given a role to play. Most will be delegates of countries chosen to represent a broad spectrum of political, economic, cultural and geographic backgrounds.

One student should be asked to enact the role of the president of the preceding UNIDO general conference. This person prepares a short speech giving the background and goals of the present meeting. Another student should play the role of the UNIDO Executive Director and be responsible for speaking on the organization's work relating to the NIEO and the re-deployment of industry and how UNIDO can continue to be useful.

If you have sufficient participants, there can be several persons on a delegation, with some acting as specialists in agriculture or industry. Others could play members of the press of different countries, filing dispatches for home newspapers, interviewing key delegates, etc.

If possible, you should invite a **resource person** to observe and comment on the meeting. A knowledgeable teacher could do this, particularly if she or he has had international experience. Best, of course, would be a director of a UN Information Centre, a Resident Representative of the UN Development Programme or someone who has worked at the UN or on a national delegation to a UN meeting.

To the Participants

Your own idea of the United Nations *(optional introduction)*

To begin, fill in the section "My Personal Ideas about the United Nations" in Unit III-A. This can be used again to help with evaluation at the end.

What this unit is all about

You hear a lot about ideals - standards that people should live up to or ways that nations should respect one another and live in peace. Yet, in reality so few of these things happen that it seems often to be just talk. This is what this unit is about: the gap between the ideal world that nations and people want and the real world of today. Through role-playing a delegate in a model UN meeting, you will discover what is being done to close that gap and why this takes so much time, effort and skill.

Appointment to play the role of a delegate

You have been chosen to be a delegate of ——— (UN Member State) at a meeting of UNIDO (UN Industrial Development Organization). This meeting will recommend ways to help countries to improve the lives of their people through developing suitable industries.

First you will need to prepare yourself. At the meeting itself you will help develop a proposal acceptable to the country you represent and to as many others as possible. Afterwards you will evaluate how well the meeting accomplished its goals and what you personally have gained from the experience.

I. PREPARATION

To prepare yourself to be a delegate you will need to learn about three things:

A) the country you are to represent, B) the subject of the meeting (NIEO), and C) the work of the UN and UNIDO relating to this subject. Following are some suggestions and excerpts from UN documents which may help you in these preparations.

UNDERSTANDING THE COUNTRY YOU WILL REPRESENT

1. Profile of "your country" *

You will need to know some basic facts about your country which might affect its policy in the United Nations. Most of this kind of information can be found in an up-to-date encyclopedia or a similar source. Here are a few features you might look at:

Economic: principal resources (natural, human, capital - money, technology); primarily agricultural or industrial? importer or exporter of raw materials, manufactures? per capita income; % population which has income above this amount, below this amount; % unemployed?

Political: political system today; history (former colony, former colonial power); neighbors; allies; does it belong to any regional or other grouping of nations?

Social structure and values: is the society primarily paternalistic? individualistic? community-oriented? what is the attitude towards women's rights? workers' rights?

Cultural: % of the population which is literate; % attended college or university? is there a single culture or are there many languages, religions, ethnic groups in the country? what are the policies towards minority groups?

National priorities: rural development, political unity, welfare of all the people, military strength, land reform, industrialization, education, health care, food, development of technology, foreign trade?

International priorities: peace, decolonization, development, the NIEO, regional co-operation, human rights; does the country give and/or receive international assistance?

2. In what ways is the UN considered important by your country? ** as a means for

- furthering national interests
- exchanging ideas and assistance
- helping maintain stability
- mobilizing nations to co-operate on common concerns
- building a new and more just world community
- other (specify)

*In this unit "your country" refers to the country you represent as a delegate.

** See IV-E

3. "Feeling the part"

In addition to finding factual information, you will want to try to "get inside" - to see with the delegate's eyes and feel as he or she does about the world today. A good way is to talk with people from the country - students, travelers, and, best of all, an actual member of the delegation to the UN. You should read the country's newspapers, history textbooks, and personal accounts of life there (avoid outsiders' versions). Try also to read a speech given by your country's delegate to some UN meeting (you can ask for the speech from your country's delegation or read a summary of such a speech in one of the **UN Chronicles**).

UNDERSTANDING THE SUBJECT (the New International Economic Order and re-deployment of industry)

Delegates usually receive working papers on the subject of the meeting they are to attend. This section summarizes informally the kind of information that would be given to you in such documents.

1. The NIEO in general

The idea behind the meeting, and in fact behind almost every major UN conference in the last few years, is the movement towards a fair world system, a world in which not just a few but everyone has the chance to lead a decent life. This is being called the New International Economic Order (NIEO).

a. Why the old system needs to be changed

A situation in which 3/4 of the world's people "subsist" on 30% of the world's income is "politically unwise, economically unworkable and morally untenable." *

The deprived countries, which are mainly agricultural, feel that these inequalities are due to a system designed to make a few nations wealthy, one over which they have no control. The system, which developed on a world scale largely during the colonial empires of the late 19th Century, is beginning to be questioned by others also. During the last decade world-wide inflation in prices of wheat,oil and manufactured goods, dangerously low food reserves at a time of swift population growth, growing debts of the "developing" countries, a slowed rate of growth in industrialized nations - all pointed to the fact that the old system is increasingly inefficient.

b. The nations agree to develop a new system

Finally, in two special sessions of the UN General Assembly in 1974 and 1975, nations from all parts of the world agreed that the old system must be changed. There should be a New International Economic Order based on "equity, sovereign equality, interdependence, common interests and co-operation". The system should benefit all and each should have a part in decisions.

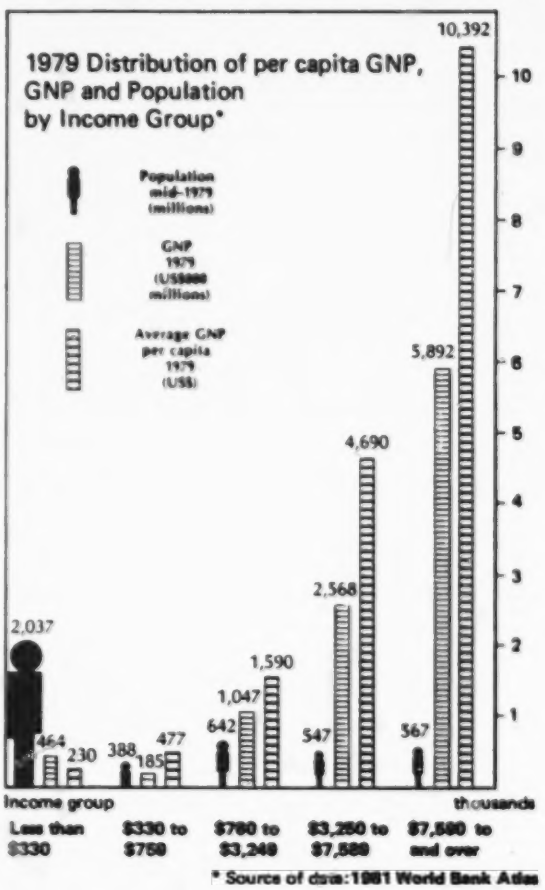
c. The work begins

During subsequent sessions of the UN General Assembly and at major world conferences nations have reaffirmed the need to change the old system and develop a new one. To put this in motion, an intensive "global round" of negotiations has been urged. Clusters of issues are to be dealt with at the UN under the headings: Raw Materials, Energy, Trade, Money and Finance and Development. At the same time under different organizations of the UN,negotiations will continue on commodity issues, the transfer of technology, transnational corporations, a world food security system,and changes in the International Monetary Fund.

All these areas are related. For instance, if a country wants to increase its food production, it will often need money to invest in roads, pesticides, storage facilities, fertilizers and training its farmers. To get this money, in addition to aid, the country must export more goods. To export more goods it must have efficient ports and fair shipping rates. And to use the earned money efficiently it must set up schools and hospitals and create employment for its growing population. Thus, the import of modern technology and the creation of new industries becomes important.

It will be seen that this linkage works in every direction. Whether a country emphasizes food production or heavy industry, it must pay attention to all the other areas of development. The reason many developing countries have stressed industrial growth is that this causes very quick changes in society. It affects the way people live and work. It often allows countries to save money on imports. And it creates the basis for equality with "developed" countries.

Today less than 10% of the world's industry is in the countries where over half of the world's population lives.



* Source of data:1981 World Bank Atlas

* (UN Secretary-General U Thant, in 1970)

Governments have agreed to try to increase this share to 25% by the end of this century. This will help provide jobs, raise standards of living and ensure the building blocks for future economic growth.

2. Re-deployment of industry

At the UNIDO model meeting you will be considering one of these steps towards a New International Economic Order: the "re-deployment" of industry. This term may sound somewhat technical but it describes a process that is quite simple to understand.

In the empires of the last centuries, the colonies - located mainly in Asia, Africa and Latin America - provided raw materials, usually agricultural products and minerals. These were shipped to the countries of Europe and later to North America where they were turned into manufactured goods, part of which were sold back to the colonies. This pattern continued even after the colonies became politically independent during the 20th century. To earn needed foreign exchange, "developing" countries still depend on selling primary products to industrialized nations, often at very low prices. In return they import manufactured goods at extremely high prices.

Recently, however, many industries in "developed" countries have found it more profitable to manufacture their goods in developing countries near the source of raw materials and where labor is plentiful at low wages. This process has occurred so far without any overall plan or adequate preparation. The result has been that workers in "developed" countries have complained of losing their jobs while poor societies have received industries which cause massive dislocations in their economies.

At your meeting you will seek ways to re-deploy industry on the basis of mutually profitable terms freely agreed upon on the basis of sovereign equality and respect for each nation's interest. The "developing" countries want not only industries which will contribute to food production and other basic needs, but also those which will allow them to develop their own technologies and industries. They ask that the re-deployed industries be set up under conditions which comply with the countries' independence and that their governments have some say in the form and operation of the industries. The primary goals of the foreign companies, on the other hand, are profits for their investors. These companies urge that governments at home and in the host countries should remove obstacles to re-deployment and then allow supply, demand and other "market forces" to operate freely.

3. Your country's approach

From what you have learned about your country's economic, social and political priorities, you should be able to deduce what importance it gives to the NIEO and how it would view the re-deployment of industry. Here again feelings are part of the picture. For example, if your country were formerly a colony, you should be able to sense the frustrations caused by many years' economic, social and political dependence and to feel the need to be self-reliant and free to determine your country's destiny.

UNDERSTANDING THE UNITED NATIONS SYSTEM

1. United Nations economic and social activities

At the very beginning of the UN, the Member States accepted the idea that improving the lives of the world's people was a common responsibility. All the agencies of the United Nations family contribute to this work. Now the efforts to establish the New International Economic Order give new force and urgency to their activities.

2. UN Industrial Development Organization/UNIDO

UNIDO is a new UN Specialized Agency. It helps countries to develop industries which will benefit their people. Its programme includes:

- support activities to help countries to industrialize more efficiently, such as studies and research, collecting information and serving as a "bank" for such information

- helping countries to manufacture products using local resources, adapting the latest techniques to the country's particular needs

- providing information on which products are in demand in the world markets and sources of foreign capital for industrialization

- advising and assisting countries to create research centres, alone or in co-operation with neighboring countries

- facilitating contacts between investors and developing countries and between countries with similar development concerns

In each programme UNIDO's goal is to help countries to develop industries which will not only earn money but which will also be useful to the local people. Some sample projects are: industries which manufacture bicycles, boats, trucks, machines which use solar energy to distill water, leather, non-toxic insecticides, concentrates made of fish; training programmes on advanced electronics, care and repair of industrial machinery; creation of a metallurgical center.

At the meeting you will attend UNIDO will be proposing 8 new initiatives in international co-operation. They are intended to further the NIEO and reduce sharp differences between industrialized and "developing" countries: 1) an International Finance Agency, 2) a Global Fund for the Stimulation of Industry, 3) a Commission for International Industrial Development Law, 4) a System for the Resolution of Industrial Conflicts, 5) an International Industrial Technology Institute, 6) an International Centre for the Joint Acquisition of Technology, 7) an International Patent Examination Centre and 8) a Trade Target for Manufactured Exports from Developing Countries.

3. Meetings of UN organizations

The UN and all its related agencies periodically hold assemblies or general conferences where delegates from Member States review what has been accomplished and plan action for the next few years. You can read about these in the **UN Chronicle.** To help you sense the flavour of UN meetings, here are excerpts from the verbatim record of a delegate's speech on the NIEO as well as summaries from UNIDO reports. These excerpts cover different points of view relating to the re-deployment of industry.

Some views of the international community
taken from the Summary of the General Debate, these could be used in the speech of the retiring President of the preceding UNIDO Conference or of the UNIDO Executive Director

The opinion was also voiced, however, that while the Third General Conference of UNIDO was meeting at an anxious moment in human affairs, characterized by economic uncertainty and social unrest in many parts of the world, it was at precisely those moments that such conferences could be of greatest value. The Third General Conference provided an unparallelled opportunity to reassess and harmonize national and global attitudes and policies in the field of industrialization.

One encouraging sign for the 1980s was the growing recognition of the urgent need for structural economic changes. The view was expressed that global interdependence now required the co-ordinated efforts of developing and developed countries to lift the world economy from the present morass. Negotiations taking place indicated that co-operation rather than confrontation was the accepted norm of the international community in its attempts to establish a New International Economic Order. The view was expressed that the North-South dialogue was at an impasse but that further progress could be achieved if the spirit of co-operation prevailed. In relation to interdependence and common interest, emphasis was placed on the need for equal relationships. The view was postulated that what was needed was dynamic structural change within an open and flexible system conducted in a purposeful manner in a global context. It was maintained that the necessary changes would place a heavy responsibility on Governments. Economic co-operation among the developing countries represented a new dimension of international co-operation for development and demonstrated the developing countries' desire to achieve national and collective autonomy. It was also pointed out that the countries of the Council for Mutual Economic Assistance had managed to maintain economic growth throughout the 1970s and had further evened out their levels of economic development. *

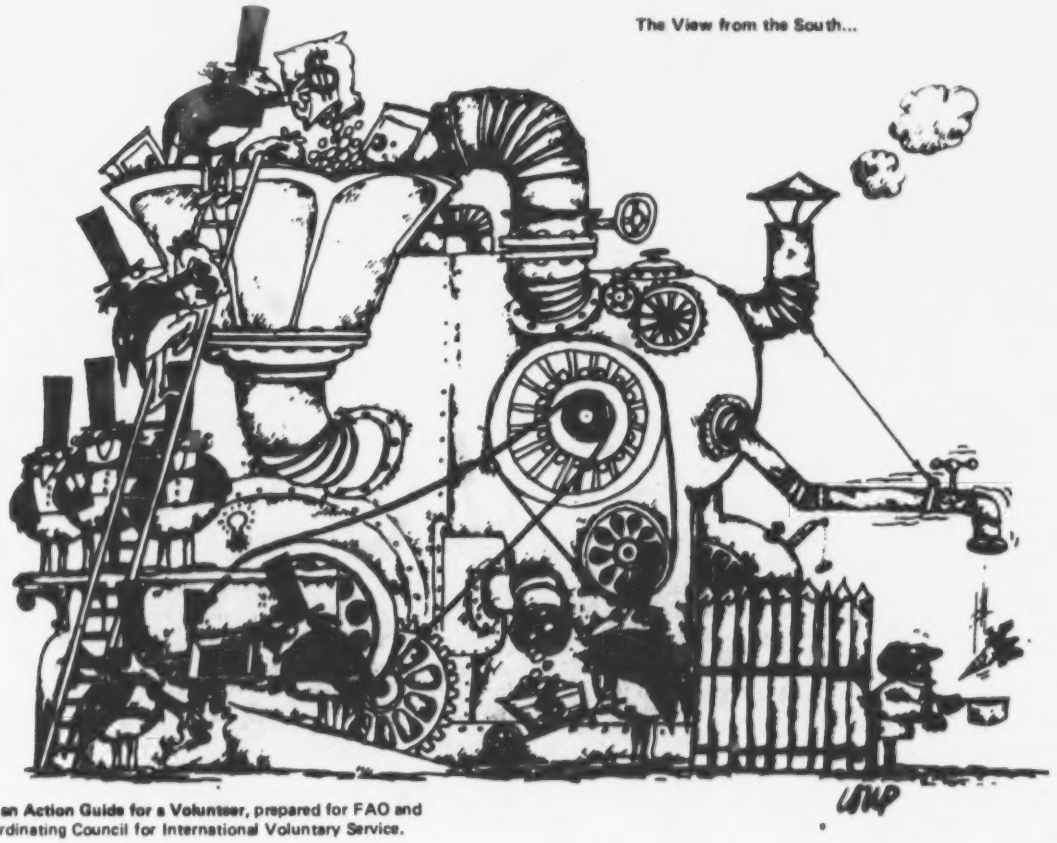
A speech on the New International Economic Order by a delegate from a "developing" nation **

"We have, in our view, passed the stage of philosophic and conceptual declarations and resolutions. Therefore, the onus is on us (at this session) to consider and take decisions that are action-oriented and that will, at the very least, initiate the long process which is before us of correcting the existing economic injustices, arresting the widening of the gap between the developed and developing countries, and facilitating steadily accelerated economic and social development for our peoples, thus enhancing peace and justice for our present and for future generations.

"My delegation did not, therefore, come here with the purpose of asking for more foreign aid or for an arbitrary and indiscriminate redistribution of the present global wealth. No: besides being impossible, such a scheme would serve nothing fundamental. The economic predicaments in which my country

* UNIDO DOC. ID/CONF. 4/22
** UN DOC. A/PV.2341

The View from the South...



Jeune Afrique 21/7/70

Involve: an Action Guide for a Volunteer, prepared for FAO and the Co-ordinating Council for International Voluntary Service.

finds itself at present are deep-seated and of such a complex and inherently international dimension that my Government is firmly of the conviction that what is really required is a new deal -- to borrow a term from history. We would be among the first to admit that the practical responsibility for our social and economic development rests primarily on our shoulders, but there is a limit to the extent to which we can hope to find solutions to obstacles which are continuously being heaped on our developmental path by events and decisions made elsewhere in the world.

"How can we, for instance , pay our imports when from time to time the uncertainties and fluctuating nature of the international monetary system continues to play havoc with our balance of payments? How can we improve the lot of our people when our exports – our principal engine for growth – are perpetually in a position of disadvantage on the international commodity markets? How can food production be increased when the prices of strategic inputs such as fertilizers and agricultural machinery are constantly being raised by the exporters? And to what extent can we maintain a reasonable rate of industrialization when we have to contend continuously with staggering price increases in practically all the capital inputs that we need?

"We welcome and appreciate the proposals which were made here last week to deal with some of the problems we are discussing. However, we are convinced that the vicious circle which we in the developing countries have had to contend with all along has now reached such dimensions as to require not only additional financial flows, but also, and even more important, the immediate implementation of new concepts, new options and an entirely new range of international economic ground rules. There is a limit to which a nation such as ours can operate within the existing international economic system.

"To say this is not to engage in a sterile debate, as some would like us to believe. For the fact is that economic and social problems bequeathed to us by history and accentuated by wilful neglect,among other causes, have now reached a critical point. Most of us in the developing world inherited from the colonial era economies which had by design come to be appendages of the metropolitan economies of the colonial Powers. Our countries were used as reservoirs of raw materials, such as minerals, and other primary products, which were transported abroad for processing and ultimately sold back to us at highly inflated prices. Hence, our heavy dependence on primary commodity exports and our outcry now that something be done to make the prices fair and remunerative.

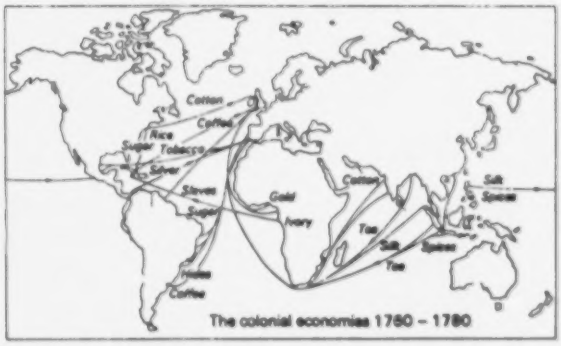
"But even as we grapple with our present situation, we must set our eyes on and plan for the future. As we look ahead, the process of development must be viewed in its totality as simultaneous growth in all sectors which are complementary components of the national economy. We must build a more balanced national economy which can sustain a steady rate of growth for the benefit of all our people. It is one of the key objectives of our development strategy to diversify into industrial production so as to avoid the over-dependence on commodity exports which makes our foreign exchange earnings so vulnerable to the vagaries of the international commodity markets. With this in mind, I now wish to refer very briefly to the area of industrialization.

"The statistics show that while the developing countries account for 70 per cent of the world's total population, they produce only 7 per cent of the world's total industrial input. This, to a very large extent, is responsible for the very skewed distribution of the world's wealth today. It follows, therefore, that if some progress is to be made towards achieving a more equitable distribution of the world's wealth – and this is the major objective of the New International Economic Order ..... we have to adopt concrete measures to help the developing countries substantially to increase their share of the world's industrial output.

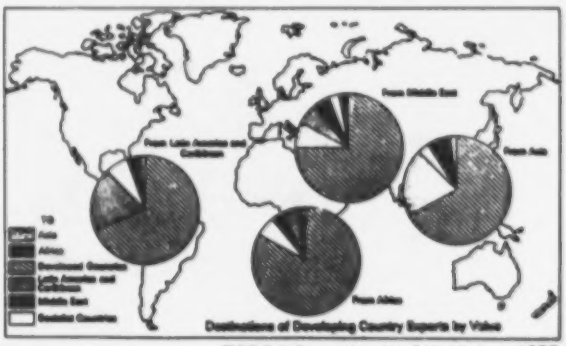
"Any discussion of industrialization would be incomplete if it did not fully recognize and reckon with the pivotal role played by technology. The developing countries need assistance to develop indigenous technologies which strike a reasonable balance between considerations of production efficiency, on the one hand, and employment generation on the other.

"Whatever measures are undertaken to accelerate the process of industrialization in the developing countries, it should not be forgotten that agriculture constitutes the backbone of most developing countries' economies and will continue to do so for a long time to come. Our ability to import capital goods and other requirements for our industrialization efforts depends to a very large extent on our ability to increase agricultural exports in order to pay for those basic imports. Ours is a typical example of the complementarity between agricultural and industrial sectors.

"The road towards the world order is, of course, a long and hard one. The desirable arrangements cannot be built in a day. The present economic turbulence will be with us for some time to come. However, the alternative to chaos is not merely its absence but the presence of workable mutually beneficial ground rules which are designed for the common good."



The colonial economies 1760 – 1780



Destinations of Developing Country Exports by Value

Summary of the points made by the industrialized market economy countries on the re-deployment of industry
(excerpts from Statement and Position Papers by Group B)

"Without neglecting the important role of governments, particularly in the first stages of industrialization, the countries in Group B consider that international re-deployment should be guided to the greatest degree possible by the forces of the market, characterized by a plurality of factors and goals, and that governments should primarily influence the process indirectly, for example, by measures to stimulate it and to eliminate obstacles.

"Consequently, the fundamental principle which guides the countries in Group B in their constructive co-operation for the process of industrialization consists in encouraging a more just division of the means of production, in making sure that their markets remain easily accessible to manufactured products of the developing countries, and in eliminating the obstacles to the flow of financial, technological, administrative and other resources towards these countries, in keeping with the principle of comparative gain.

"A balanced presentation should include the recognition of the importance of independent business decisions for the process of re-deployment. Consideration should also be given to the constraints prevalent in developing countries, such as lack of skilled manpower, capital material inputs and technical and social infrastructure.

"Re-deployment should help effect an equitable international division of labor at a rate and in a manner consistent with the social and economic aims of all parties involved."

Replies by the "developing" countries

"The arguments made that the delay in re-deployment is due to the "developing" countries' lack of infrastructure, appropriate projects or qualified manpower are unacceptable. To realize re-deployment requires not the simple play of market forces but a conscious and deliberate effort. If market forces alone were allowed to govern re-deployment, the developing countries would find themselves possessors of industries, technologies and capacities that had been rejected by developed countries. Transnational companies menace the economic independence of countries, intensify their technological dependence and are incompatible with the goals of their economic and social development.

"It is in the interest of the North to have the South become a viable trading partner with increasing purchasing power. For example, trade with the South already accounts for 3,000,000 jobs in the European Community".

Summary of the points made by planned economy countries
(excerpts from Statement and Position Paper by Group D)

"The struggle for a re-ordering of industrial economic relations on a just and democratic basis, economic and industrial co-operation with developing countries and the provision to these countries of assistance to help them solve the difficult problems of their social and economic development, all are important principles of the foreign economic activities of the socialist countries. (They support) the establishment in the developing countries of modern economies capable of further self-sustained growth and of participating, on a genuinely equitable basis, in international economic co-operation.

"Industrialization is one of the key questions in the economic decolonization of the developing countries. The socialist States...fully share the views recently expressed by the developing countries concerning the inconsistency of theories to the effect that their economic and industrial growth can be automatically stimulated by economic progress in the advanced capitalist countries...Developing countries can successfully solve the great, complex problems of industrialization by following the path of independent development, and not the road of the 'market economy' and 'free enterprise'.

" The socialist countries, which sympathize with the serious problems of the developing countries and are anxious to assist them in overcoming their backwardness and in building modern, self-reliant economies with diversified industries, wish to state that, in accordance with socialist principles and their own possibilities, they will continue to expand their trade and economic co-operation with the developing countries, particularly in the area of their industrialization, and mainly on a bilateral basis through the conclusion of long-term co-operation agreements. The socialist countries are convinced that through this approach to co-operation with the developing countries they will be able to make an effective contribution to the social and economic progress of these countries, the establishment of modern industries there, and their participation, on an equitable basis, in the international division of labour."

D. Preparing your position paper

Once you have researched the country you will represent, the main lines of the proposed New International Economic Order, the UN Industrial Development Organization and its role in the re-deployment of industry, then you will be ready to prepare a position paper. This should be as short as possible, consisting of the main points you think your country would consider important. At the meeting you can use these points as the basis for a speech or as items you might try to have included in resolutions. During the course of the negotiations you will undoubtedly modify them or you may even abandon them altogether.

II. THE MEETING

Comments: Your purpose at this model meeting is not to make the **best** presentation or to have your resolution **win.** As a delegate, your goal is to help develop a workable resolution which the largest number of nations can support. (This can be difficult in a model meeting when there is little time for negotiation.)

You should not try to imitate exactly an actual meeting of a UN organization. Concentrate, rather, on experiencing the process a delegate goes through. This will help you to understand better the challenges of international co-operation.

A delegate's role

At the meeting, you will have two principle concerns:

1) to express the viewpoint of the country you represent for the purpose of sharing the ideas and experience of "your" government and procuring a resolution acceptable to "your" country

2) to contribute to developing an international system fair for all nations

Your position is somewhat similar to that of a representative in a national assembly who has to remember the interests of his or her constituents and, at the same time, work for the good of the country as a whole.

BEST COPY AVAILABLE

The process of international co-operation

The process involves working in a group as well as making speeches; there should be time for both.

Grouping. As soon as possible you will want to meet with delegates of countries with backgrounds and concerns similar to yours in order to co-ordinate ideas and actions (note: there will be a large group of "developing" or "Third World" countries - sometimes called the "Group of 77" - and smaller ones for the Northern industrialized countries and the planned economy nations; there can also be regional groups). Each group should

1) choose a spokesman to present the group's views to the plenary session and
2) ask a few delegates to work on a short draft resolution embodying the group's views (these drafting groups may meet during the plenary sessions)

The opening plenary session. This session introduces the themes of the meeting and allows delegates to be aware of the different points of view towards the subject. It is not necessary to follow the rules of procedure of UN meetings; each principal speaker should be given an approximately equal amount of time (5-8 minutes at the most). The opening plenary should include:

1) An introductory speech by the president of the preceding session of UNIDO General Conference;
2) Election of the president of this session
3) Speech by UNIDO Executive Director outlining UNIDO's contribution to developing a New International Economic Order and some of the issues in the re-deployment of industry
4) Speeches by spokesmen of different groups presenting their ideas

Negotiations. At this point, you should know what are the points of view of other groups and your drafting group should have prepared a draft resolution. From now on you will be meeting with delegates from different groups to seek their support. This will entail modifying your group's resolution so that some of the others' ideas can be included or perhaps two resolutions combined. The goal is a single resolution which all can agree to and adopt by consensus. (this strengthens its chances of being widely implemented). If ultimately a group finds it cannot agree with the majority resolution, then it can present its own resolution with an explanation of its separate stand.*

Final plenary session. This should include

1) Presentation of resolutions with comments
2) Voting
3) Explanation of votes (if time)

Critique of model meeting

If you have asked a resource person to act as observor, he or she can comment on the model meeting at the end of the final plenary session. This will help you to know in what ways you have correctly understood the process of international co-operation. Should you have omitted important points or unconsciously misinterpreted the roles of different nations or UN organizations, she or he can point this out.

*Note: the UNIDO Third General Conference (New Delhi, India, 21 January-9 February 1980) on which this model meeting is based tried for three weeks to reach consensus on a compromise text for a "New Delhi Declaration and Plan of Action". In spite of a day's extension and a 72-hour final meeting, the deadlock remained. The text was passed by a majority; the minority groups' stands were included in the final report (see account in **UN Weekly Newsletter** in TE-1).

A RECORDED VOTE
IN THE UN GENERAL ASSEMBLY

Resolutions adopted on the reports of the First Committee

RECORDED VOTE ON RESOLUTION 33/71 B:

YES	ABSTAIN	NO
Afghanistan		
Albania		
Algeria		
Angola		
Argentina		
Australia		
Austria		
Bahamas		
Bahrain		
Bangladesh		
Barbados		
Belgium		
Benin		
Bhutan		
Bolivia		
Botswana		
Brazil		
Bulgaria		
Burma		
Burundi		
Byelorussian SSR		
Canada		
Cape Verde		
Central African Emp.		
Chad		
Chile		
China		
Colombia		
Comoros		
Congo		
Costa Rica		
Cuba		
Cyprus		
Czechoslovakia		
Democratic Kampuchea		
Democratic Yemen		
Denmark		
Djibouti		
Dominican Republic		
Ecuador		
Egypt		
El Salvador		
Equatorial Guinea		
Ethiopia		
Fiji		
Finland		
France		
Gabon		
Gambia		
German Dem. Rep.		
Germany, Fed. Rep.		
Ghana		
Greece		
Grenada		
Guatemala		
Guinea		
Guinea-Bissau		
Guyana		
Haiti		
Honduras		
Hungary		
Iceland		
India		
Indonesia		
Iran		
Iraq		
Ireland		
Israel		
Italy		
Ivory Coast		
Jamaica		
Japan		
Jordan		
Kenya		
Kuwait		
Lao People's Dem. Rep.		
Lebanon		
Lesotho		
Liberia		
Libyan Arab Jamahiriya		
Luxembourg		
Madagascar		
Malawi		
Malaysia		
Maldives		
Mali		
Malta		
Mauritania		
Mauritius		
Mexico		
Mongolia		
Morocco		
Mozambique		
Nepal		
Netherlands		
New Zealand		
Nicaragua		
Niger		
Nigeria		
Norway		
Oman		
Pakistan		
Panama		
Papua New Guinea		
Paraguay		
Peru		
Philippines		
Poland		
Portugal		*
Qatar		
Romania		
Rwanda		
Samoa		
Sao Tome and Principe		
Saudi Arabia		
Senegal		
Seychelles		
Sierra Leone		
Singapore		
Solomon Islands		
Somalia		
South Africa		
Spain		
Sri Lanka		
Sudan		
Suriname		
Swaziland		
Sweden		
Syrian Arab Republic		
Thailand		
Togo		
Trinidad and Tobago		
Tunisia		
Turkey		
Uganda		
Ukrainian SSR		
USSR		
United Arab Emirates		
United Kingdom		
United Rep. of Cameroon		
United Rep. of Tanzania		
United States		
Upper Volta		
Uruguay		
Venezuela		
Viet Nam		
Yemen		
Yugoslavia		
Zaire		
Zambia		

* Later advised the Secretariat it had intended to vote in favour.

III. EVALUATION

You have spent a lot of time and effort on this meeting; now it is important to find out what has been gained from the experience. Here are some ways you might do this:

What the meeting accomplished (from the point of view of the country you represented) As its delegate, you would report to your Ministry of Foreign Affairs. Write such an imaginary report, including your evaluation of whether 1) the resolutions passed included the points considered important by your country, 2) whether they did not include such points but were nonetheless acceptable, or 3) whether they were contrary and unacceptable. You may also add your suggestions on what actions the country might take now to carry out the resolutions.

De-briefing (evaluation of the model meeting). With the help of a resource person, the class should discuss whether the model meeting accurately reflected the situation in the world and in the UN today. An attempt could be made to explain what were the main blocks to agreements. The class might also prepare an evaluation for the organizers, identifying ways in which the model meeting was effective and ways future meetings might be improved.

Evaluation of the experience (from your own personal point of view). If you used the Personal Questions from Unit III-A at the beginning of this unit, go back and see whether your answers may have changed.

In what ways do you see world affairs and the UN differently than before? What impressed you most about the experience? Why do you think it takes so long to create a new world economic system?

BEST COPY AVAILABLE

- the changes proposed are enormous and complex
- the Member States' attitudes: - the privileged ones are reluctant to change - the states may distrust one another - or have not learned to act for the common good
- the NIEO is new; we have to learn as we go along
- every step has to be negotiated and every nation has to participate in the decisions which affect it
- other reasons (specify)

Do you think there are reasons to be hopeful about the NIEO?

- countries have agreed that the old system must be changed
- the UN is an instrument for change; many of its agencies are already helping develop the NIEO; they are gathering the necessary knowledge and skills
- nations are acquiring the habit of co-operating on many matters
- other reasons (specify)

What could speed up the job?

- a greater sense of urgency and commitment on the part of everyone
- Member States' acceptance of their responsibility to carry out UN decisions
- other reasons (specify)

Further questions

Did the meeting raise questions you would like to explore? Would you like to learn more about the work of UNIDO or other parts of the UN?

At the end of the unit you may wish to show your students the resolution on re-deployment passed by the majority at the New Delhi General Conference. See below:

OTHER IDEAS

The interest generated by the model meeting should lead to further exploration. This can deepen understanding of the topics touched upon at the meeting and give a wider view of the UN's work.

Related topics. Of course, UNIDO is only one of many UN bodies and agencies concerned with NIEO. Students may wish to research their work on other aspects of the NIEO: trade, monetary reform, development financing, food and agriculture, science and technology, women's participation in development, employment, small and medium industry, and transnational corporations. Another interesting topic is the proposal to "re-structure" the economies of industrialized countries.Care should be taken to include all points of view towards these topics.

Many of these topics are dealt with in the following units in this section. There are also films on different aspects of the NIEO.

People's lives. The model meeting alone cannot give students a sense of what these matters mean to people. This is vital. In order to appreciate the significance of the NIEO, students need to gain some feeling of what it is like to have inadequate food, clothing, housing, health care and paid work. For this you could use primary materials, such as accounts in UN periodicals and, if possible, qualified resource people; you could also take up relevant units in Sections III and IV. Afterwards the class can re-evaluate perceptions about the NIEO developed in the model meeting.

Redeployment of industry

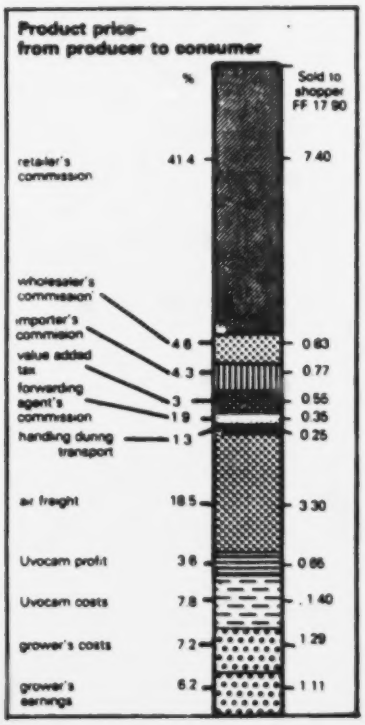
61. The Conference reaffirms that redeployment is essential in order to effect an equitable international division of labour at a rate and in a manner consistent with the objectives, priorities and social and economic aims of developing countries within the context of the process of world industrial restructuring;

62. Considers that redeployment of industries from developed to developing countries should be carried out on the principle of dynamic comparative advantage in accordance with over-all national objectives, priorities and aspirations of developing countries under conditions that would ensure a substantial benefit to the economies of these countries. Restrictions introduced by industrialized countries hamper the process of redeployment. It stresses the significance of the public sector in the redeployment process and that the success of redeployment depends on progressive introduction of requisite co-operative measures supplemented by positive adjustment assistance policies of developed countries. The developed countries must adopt long-term policies and measures for industrial redeployment which should take into account the goals and objectives of economic development of developing countries and eliminate subsidies designed to protect their non-competitive industries;

63. Considers that redeployment should be seen as part of a process designed to promote the transfer of technology to developing countries and for the necessary training and experts' services, and should not be used as a pretext for obtaining access to abundant and low-paid manpower or for transferring obsolete technologies and polluting industries, or for exploiting and exhausting the natural resources of the developing countries or accentuating the persistent and deep economic inequalities. Environment protection measures must be included in redeployment plans;

64. Stresses the need for UNIDO to identify and propose effective steps for redeployment of industries from developed countries that will contribute to the development of econonomies of the developing countries by promoting industrialization of developing countries on natural sectoral endowment.

BEST COPY AVAILABLE



Students could follow a bean's cultivation, exportation and sale in another country and note the difference between the grower's earnings and the price the consumer pays. They could question the effect on each when prices rise or fall even a little.

UN work. Model meetings sometimes seem an end in themselves; it is therefore important that students learn about the action which has flowed from the resolutions adopted. In the case of the NIEO, the whole span of UN agencies' work is devoted to bettering people's existence. If, for example, you chose for a model meeting the UN Conference on Science and Technology for Development (Vienna 1979), students could study the implementation of its Programme of Action.

Model meetings can be held, of course, on any world concern and in any body in the UN family of organizations. Role-playing a visiting mission's meeting on Namibia can be just as effective as an elaborate mock session of the UN General Assembly. Through any such meeting students can learn to appreciate the efforts, the complexities and the difficulties in building a better world.

COMMENTS

Making Full Educational Use of Model UN Meetings

Model UN meetings are becoming increasingly popular with students even though they require considerable work in addition to regular class assignments. But what really is the outcome? Do students gain deeper understanding of the world today and the work of the United Nations? Or is the Model UN merely an amusing game which combines role-playing and debate?

Experienced students and teachers say that the outcomes depend mainly on the preparation and the way the meetings are planned and run. Model UNs can be worthwhile when they are treated as an educational tool and care is taken to avoid certain hazards.

Recognizing the Educational Validity of Model UN Meetings. When Model UNs have educational objectives, include responsible research and are carried out seriously, they should be accepted as part of academic study. They should not be considered as taking time from regular class-work; rather, they can be a means for increasing student interest and involvement in many subjects in the curriculum. Instead of conflicting, research for preparation and follow-up to Model UNs should be integrated into courses of study and should receive academic credit.

Hazards. Certain misconceptions can arise from the role-playing nature of Model UNs and from the fact that they dramatize only one part of the UN's work. These hazards can be guarded against and their effects modified.

One risk is that Model UNs can lead students to think of foreign affairs as a **game**, consisting of exciting confrontations and points to be won. This hazard is increased when Model UNs are linked to debate activities and prizes are given for the participant who makes the best presentation. Such procedures give misleading impressions. At all points students should be shown that international co-operation is a deeply serious process in which confrontations are to be avoided and the goals are the well-being of real people. Emphasizing the game aspect can also diminish the student's empathy with the delegate whose role he is playing, and so undo one of the primary objectives of Model UN meetings.

Role-playing can often lead students to use mannerisms they associate with people of different countries and other forms of **stereotyping.** This, of course, is contrary to the objectives of Model UNs. Students should be made aware of this and be encouraged instead to discover and act out the deeper concerns of the particular people they represent.

False impressions and inaccuracies inevitably arise at Model UN meetings. These are difficult to catch and correct during the meeting itself, but they must not be allowed to pass (Such impressions become more ingrained than facts gained through classroom study). It is advisable, therefore, to correct the major ones through the critique at the end of the meeting and deal with the others during evaluation. Where possible, a video-tape of the session can be useful for this review.

Model meetings can also give students **a narrow, negative view of the UN.** Often these meetings are devoted to topics of interest to the host country and students do not realize there may be other matters more important to a far larger number of nations. The model meeting may also re-inforce a limited idea of the UN and its work. These tendencies can be counteracted. For example, in a country where people hear primarily about the UN's role in peace-keeping, the Model UN can focus on human rights or the economic and social development programmes on which the UN spends 85% of its effort and funds.

Model meetings can also re-inforce the idea that "all the UN does is talk". This is why it is so important to follow-up the meeting with study of UN actions in the field.

Of course, no view - no teaching device - is complete; more is always needed to balance and round out learning. When this is done, when Model UNs are carried out conscientiously and carefully, then students find the experience exciting and educational.

BEST COPY AVAILABLE

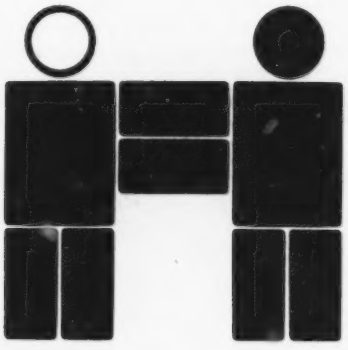
Grades 10-12
(ages 15-18)

JUSTICE AND DEVELOPMENT FOR ALL

Areas of study: Social studies, history, area studies, current affairs, architecture
Themes: Human rights and development
Related UN function: mobilizing world opinion (action against **apartheid** and racial discrimination)
Unit objectives: To enable students to
- become aware of the nature of racial discrimination and its links with poverty
- recognize that discrimination must be combatted in most societies at all levels and that each person can contribute

Unit components:
- transcript of interview on **apartheid** and housing in South Africa
- report on discrimination in housing locally or in another country
- project to help combat racial discrimination

Suggested time: 5 or more class periods
Tools: **Basic Facts about the United Nations, United Nations Today (Suggestions for Speakers), Universal Declaration of Human Rights,** 1982 UN Day Student Leaflet on **Apartheid.** (optional: **Apartheid in Practice** and other publications of the UN Centre against **Apartheid**; UN and UNESCO films on **apartheid**)



SUGGESTED PROCEDURES

To the teacher: *In the sequence suggested here, students first glimpse a case of extreme injustice - **apartheid**. Next they discover that this is not some far-off unique problem; although it may not be government policy as in South Africa, discrimination exists in some form in many societies, probably including their own. Lastly, having become aware of the nature of discrimination and the feelings of those exploited, they undertake some action which will show them that injustice can be fought.*

The interview below should first be read in its entirety. Afterwards, it may be analyzed and amplified in the ways you find most effective.

To the students:

Part I. Racial Discrimination in Housing in South Africa

The following is an abbreviated transcript of an interview given at UNESCO by Mr. Bokwe Mafuna, a South African journalist forced to live in exile. In it he describes his childhood before **apartheid** and then how **apartheid** changed his life.

Before Apartheid

Q: *Mr. Mafuna, where and with whom did you live when you were a child?*

A: I was born in Mafeking, a small town in a rural area. It is not an industrial center; it is actually more of a junction of traffic going to Zimbabwe and the Cape and Johannesburg which is about 200 miles away (Mafeking was there long before the white people came. It was the chief settlement of the Barolong people.).

Even then, before **apartheid**, all over South Africa housing was racially segregated, so our home in Mafeking was in what was called the "native location". All the families had lived there from the 1800's. Some worked in shops, in hotels as maids, as drivers, messengers and railway workers (these were very prestigious). There were also white collar workers, such as my father and mother who were teachers, and there was one doctor. Many people did not have a steady job or a good salary but life was possible because people had relatives who did subsistence farming.

Q: *What did your home look like?*

A: Coming from town, one would go under a railway bridge, wind through a passage among reeds, cross the river and there would be the settlement - rows of neat houses, all differently built, spreading up the hill. At the top was the fortification keeping watch over the plain where there used to be battles.

Our house had a green door and a veranda overlooking the river. It was built of brick and had four rooms connected by a passage. First on the left was a dining room for Sundays and visitors; there was a linoleum floor, table, chairs and a sideboard with precious dishes ordered from England. On the right was my parents' bedroom; there were books all over - on poetry, on the Bible. In the back were the largest room - the bright and airy kitchen - and the children's small bedroom. We didn't necessarily sleep there because people would be coming to visit all the time so you had to share the bedroom or sleep in the dining room or at relatives. Behind was the garden with peaches, grapes, pears, vegetables and flowers and room for us to play. Not all the other houses had these special trappings (as teachers my parents had to maintain a certain standing in the community) but everyone had space enough inside and a yard with a big tree. They all built the houses themselves; people were very skillful with their hands. As in many parts of the world, mud was mixed with cowdung to make it stick and this was used to plaster the houses outside and inside. On the floors this can be very beautiful when you know how to make the different patterns. The walls were whitewashed every year. Almost everyone paid attention to their furniture and their clothing; they would do their own sewing.

Q: *Did your family pay rent?*

A: The people in the community didn't pay rent because they owned the houses but they paid the Town Council a small amount for the communal water and the collection of garbage and night soil.

Q: *Could you describe a typical day?*

A: Life started very early; everyone was about by six o'clock. We had to fetch the water from the communal tap, to wash, to water the garden before it got hot. Someone would be sweeping and dusting, others washing the dishes and closing the house (Mafeking location being a small village, you didn't have to lock it.). Then we would run to school or maybe one of us would have the privilege of riding there on the back of my mother's bicycle.

By one o'clock everyone would be coming back from the railways or from school to lunch which had been prepared by our aunts or elder sisters who were not working. People cooked and ate inside or outside depending on the weather. In the afternoon there would be the chores in the garden or the house. The children played in the river or on the veldt, hunting and doing all sorts of things until suppertime. Normally the evening meal would be taken by the family together - hot porridge with milk when it was available or wheat cakes with tea. There was seldom meat and very little vegetables, therefore a lot of malnutrition. When we ate outside, friends or neighbors would join us. With so much starvation, you were expected to share; this is how people survive.

After supper the children would sit around their grandmothers listening to tales, as children do, I suppose, all over the world. The mothers would be washing, ironing and preparing tomorrow's chores. The next day the whole rhythm would begin again.

A traditional African village. UN photo.

Q: *Where did your grandparents live?*

A: My mother's parents lived near Capetown. My father's mother lived outside Mafeking on what they called "tribal land". It was not under control of the Town Council. According to African custom, land is owned communally. You are allotted a plot by the chief and this is your land to use as you wish with no rent or anything. You could have the animal sheds right next to the house and rear whatever livestock you wanted. The plots were small but they seemed huge to me.

We used to visit my grandmother on weekends. This was a big project because we had to cross part of the white area and the Afrikaaner boys would chase you and beat the hell out of you and no one could do anything. Women had to be careful too; they could be raped. Natives were just property to them. Since then nothing much has changed; under the Immorality Act if a white man rapes a black woman, most often he goes free or at the most is fined and serves 18 months in prison. But let a black man rape a white woman - he is **sure** to get a death sentence.

Q: *Where could you get medical care?*

A: There was a hospital in town but this at first did not admit Africans. When it did, there was only one small ward, you had to pay and there were not enough doctors to look after us. My mother died because of this. She had had an operation at a public hospital in Johannesburg and she had to go back to work too early. While she was riding her bicycle to school, the stitches burst. When she finally reached Taungs hospital several hundred miles away by train, it was too late to save her. At the time my father was away in World War II fighting for "his country", so my mother's aunt stopped work and came from the Cape to take care of us. I was seven years old.

Q: *Where did your other relatives live?*

A: Many of them were also in Mafeking but some went to the city. Mafeking was a small community with very intimate community relations, one in which we knew each other's little secrets. Because of living so closely to one another, one didn't feel one's poverty. It was a quiet easy-flowing stable life. But there was also monotony in a little township where your life was circumscribed to one square mile. Every evening you would stand at the window watching the train pulling out for Johannesburg, wishing you could be on it. Most of us grew up with Johannesburg as our ultimate aim.

Q: *Is your family still living in your home?*

A: Mafeking location does not exist anymore. It was demolished under **apartheid.**

Apartheid and the Bantustans

Suddenly we were given this slip of paper saying that our homes, our community, were to be razed and we should be ready to move to a new township in a Bantustan. We had heard that in other parts of South Africa people were being moved but we didn't think this ever would happen in sleepy old Mafeking.

Q: *Why did you have to move? Did the whites need the land?*

A: No, there was plenty of land. This was part of the new **apartheid** system whose whole structure is based on separating people physically and psychologically.

Q: *What are the Bantustans?*

A: Under the Bantustan plan 13% of our country is allotted to the Africans who comprise 5/7ths of the population. These scattered bits of largely unproductive land the government calls "homelands" to imply that we had our homes there, whereas our homes and our sense of home have been destroyed. The Bantustans have meant the breaking up of families, of the whole African family structure, and therefore of people's identity of themselves as a community and a nation.

Q: *What is the housing situation in the Bantustans?*

A: **Apartheid** and the move to the Bantustans is bringing about a profound change in the lifestyle of the Africans. There you have less land and smaller houses, not designed to your tastes. Four, three, sometimes two rooms - these cannot cope with the needs of our large families. Not only that, but who lives in the house and who visits you is strictly controlled. Only your immediate family, not your aunts and your cousins, can live with you. Children over 16 cannot stay anymore with their families and must go to hostels and pay rent.

Q: *How do people earn their living?*

A: The Bantustans mean that millions of Africans are being crowded onto mostly arid land, far away from any possibility of work. Now you have to pay rent with what money you had. People become ill and children are starving (due to the poor conditions, infant mortality among Africans in South Africa has always been one of the highest in the world. Of my grandmother's children, only the tenth and eleventh survived).

The Bantustans are intended as labor reserves. The little bits of industry you find are on the borders between the Bantustan and so-called "white areas". There is no labor legislation to control wages or working conditions in these border industries so they pay people as they wish.

In the Bantustans there is no way of meeting your family's needs and no future. So you must leave your family and go to the cities to work. To do this you must have a permit to enter South Africa, for you are now supposed to be a citizen of the Bantustan. The Bantustans are a convenient hoax. They absolve the white oligarchy of responsibility for free schools, hospitals or other kinds of social welfare that any government provides for its citizens. In the Bantustans it does not consider it has

to provide them since these areas are supposed to be independent. Outside you are presumed to be an immigrant not entitled to political rights or the benefits that flow from the wealth you help generate - an immigrant needing a permit to live and work in his own country!

Apartheid in cities

So, in order to pay the rent, to feed the family, to send them to school and have medical care when they are sick, I had to leave them and go 400 miles away to find work. Only unskilled, low-paid jobs are open to Africans, so I worked on a farm, as a domestic in an Indian area, in a clothing factory, a bottle store, a bakery, a dry cleaner, a laundry, as a bus sweeper and so on.

Q: *Where did you live?*

A: To appreciate the housing situation in the cities one has to look at it in the context of the whole framework of the **apartheid** system. The policy of the nationalist government has been to try to dispossess the Africans of their land and relegate them to their theoretical homelands. In the cities they razed and destroyed all the townships where Africans owned houses or property and moved them to townships which are owned and controlled by the government. There you can live in hostels or in family "matchbox" houses providing you have permits, are employed and able to pay the rent.

I lived in both men's hostels and "matchbox" houses in the black township of Soweto and also in squatter camps.

Government housing

Hostels are huge blocks of unbelievable, terrible, buildings, completely de-humanized, where people are crowded 2, 4,6,8,10 to a room.Most of your working life you live away from your family in this horrible thing. You have to wake up early in the morning to rush to the communal toilets and communal showers if you have the courage to stand the cold water (Johannesburg is high and cold.). Then you rush to the over-crowded trains with nothing to eat unless you pick up something in the bus line. The train ride to work can take an hour because the black areas are usually farthest from the industrial areas. Evening will find you in a long bus queue or a crowded taxi or a train. When you reach Soweto, the streets are dark because there is no electricity although all around are the brightly-lit white areas where you are not allowed after 9 p.m. There are no cooking facilities in the hostels so you either eat on the train something you bought downtown or stop in one of the vegetable shops which also sell some cooked food. Often all you have in your stomach is beer (this is no longer African-brewed since it has been made a government monopoly used to pay **apartheid** administration costs). Inside the hostel people huddle around coal braziers, even though they know that many die from the carbon dioxide. In black areas there is no central heating and the houses are thinly built. So you slide into your cubicle and try to sleep. But you are hungry and it is cold and noisy. Tomorrow you must be up and being productive (Many fall asleep at work and there are accidents.).

Sometimes when I couldn't stand the hostels any longer, I rented space in one of the "matchbox" houses or in a tin shanty in their backyards. These are 4-, 3-, sometimes 2-room standard houses, very poorly built and cold in winter. Most have no lights or water; toilets are outside. There are three public baths for the one million people in Soweto.

Q: *What community services are there?*

A: In addition to rent for the land and for the house, each tenant pays for such things as water, garbage removal, cleaning, health services, levies for administration (by whites), roads and schools - all this in addition to taxes which are higher for blacks than whites at the same income level. There are only about three cinemas and sports stadiums and few libraries or other things you would expect in a normal community.

Q: *How are the schools?*

A: Unlike the whites', Africans' education is neither free nor compulsory. Teachers are poorly trained and classes can have as many as 56 students in a single room. It's hard to concentrate in the cold; you have to absorb three languages and abstract things that have no relation to your daily life. You may have had to leave your old grandmother at home with no one to care for her. A lot of youngsters are thrown out of school. Why go anyway because, even if you have education, you'll end up in the ghetto.

Evenings can be a time of terror because so many young boys have been introduced into a life of criminality. They are hanging around the stations and streets. The police don't spend time trying to make the lives of citizens safer; they are just on the look-out for people without permits. So people rush from the trains to the shops; you buy the food for the evening meal and shut yourself in your little hole, so to say, for the night.

Q: *Is there any community organization?*

A: You are in a big city with no sense of community. People are strangers poured into the train in the morning and out again in the evening, as alien as the beads on a string. The white superintendents have absolute power in the townships with a token community council that people don't even bother to vote for. Lately people have held meetings to protest the rises in rent and service charges. In Soweto these were organized by a people's Committee of Ten but its members have been "detained" in prison without trial for long periods or banned.

Squatter camps and resettlement camps

Government housing does not come anywhere near meeting the needs of the people who have been dispossessed or who have come to the cities for work. People have been on the waiting list for government

SUNDAY EXPRESS, June 11, 1978 13

RESIDENTS HOUNDED AS THEY TRY TO MAINTAIN THEIR THRIVING COMMUNITY

20 000 Cape squatters at the crossroads

Sunday Express: 11 June 1978

By JOHN MATISONN
Political Correspondent

THE Government is moving towards its biggest confrontation with the squatters of Cape Town — and the battlefield is Crossroads squatter camp near D F Malan airport.

DAWN RAIDS SIGNAL COMING CLASH

legally allowed as a migrant worker, his wife is not.

A survey has shown that heads of households at Crossroads have stayed in the Cape Peninsula for an average of 10,3 years. Their wives have been there for an average of 11,7 years.

Some come from other squatter camps, others from District Six or single hostels.

From time to time since May 1976, women have been arrested, usually to be charged with being in the area for more than 72 hours without a permit.

The men, if they are legally in Cape Town, are usually charged with "harbouring" their wives.

The authorities sometimes put them on trains going to Transkei or Ciskei.

Some researchers say that many of these people get off at the first station and return to squat at Crossroads or elsewhere — back with their husbands.

Some women have come from White-owned farms to which they will not be re-admitted.

While arrests continue and legal actions are instituted to stave off demolition, the residents set about establishing the trappings of a stable community.

They built a school, which was demolished by Divisional Council workers. After a complaint, the council admitted its error and rebuilt the school — in fact, they built a better structure than the one pulled down.

By December 1976 the school had 300 pupils.

The residents' efforts inspired outside organisations to assist.

The Department of Health, together with students and church organisations, provided health facilities.

A community centre was built by residents with assistance from the Urban Foundation, a university research unit, and Divisional Council officials.

It opened in November 1977 with a hall, four classrooms, a soup kitchen, and offices.

Day and night literacy classes are conducted. A Crossroads committee meets frequently to discuss the community's problems and vet new squatters. Shops and home industries have sprouted up.

There are now about 2 000 shacks housing about 20 000 people. Most are Blacks.

housing for as long as twenty years. Many thousands, therefore, live in squatter camps like Crossroads. You put up a makeshift structure with whatever you can find - corrugated iron, planks, cardboard - and any strong wind can blow it down. There are no water or facilities and there is constant police harrassment. Nevertheless, the shared danger has created a sense of community. People have organized and built schools, shops, clinics and community centers. All these, however, can be razed by bulldozers while you're away at work.

There are also the resettlement camps where people have been put after their homes were demolished and while waiting for re-assignment. There thousands of people live on inadequate rations, often in tents, sometimes for months and even years.

The white government thinks of Africans as economic units. You are in the city to work; otherwise you should go to the Bantustans where you belong. They don't want families - only people with work permits. That's why you aren't allowed to own property and why they don't put up enough housing or provide facilities which would allow you to live as decent human beings.

Besides all this, there is no security. You pay rent but there is no rental contract and you can be thrown out on the street. A squatter camp can be destroyed overnight. Daily raids by police haul thousands off in trucks to be held for questioning. A magistrate summarily decides whether you shall be fined or imprisoned where you will be beaten or sent as cheap labor on the farms. Once endorsed out, you lose the right to come back. This means that you are permanently separated from your family for your working life. The law gives no redress because it is the law which is weighing against you.

Compliant, peaceful, law-abiding people are living under complete terror all their lives.

Q: *What are the reasons for such a situation?*

Apartheid in South Africa

A: This is how I see the housing situation in South Africa. It is an integral part of **apartheid,** a cold ruthless system based on the superiority of one people over another. There is inequality of one kind or another in most countries but nowhere else is such **racial discrimination written into the law.** Your economic and social position, your ability and right to a full life are determined, not by your character or your parents, but solely by the color of your skin. If you are born white, you are 90% sure that you will live where you want to in a warm house with your children and that you will have free, good quality education and medical care and a higher level, well-paid job. But if you are born black, you will live in area B which is inevitably poorer in resources, in transport, in roads; there will be bad housing, low wages

BEST COPY AVAILABLE

and work, bad food, bad facilities, bad and expensive schools, no heating or hot water, communal toilets and showers, no lights, overcrowding.....If you are white, you therefore belong to the club with the political and economic power and if you are black, you have to do without or else face the prisons and modern weapons at the disposal of the ruling class.

Apartheid is based on fear and greed. The white ruler knows that he has dispossessed us and this creates complications in his mind. **Apartheid** is not to satisfy the needs of whites in South Africa since they have more than they need. It is to satisfy their greed that they are destroying other people's ecology, their animals, their resources; in essence they are eating up other people's existence. The advancement of science and technology are built around protecting these stolen privileges and resources, this possession of people and their lives and their country and their destiny.

Apartheid was introduced in the 1950's very gradually, very insidiously; now, though, it is applied much more ruthlessly because the government realizes that the world can wink an eye. Their big Western friends with all their declarations about human rights and the equality of men continue to help South Africa through diplomatic means, technological means, military means, through investments and trade, through political connections. And so there are more and more arrests for passes and permits, more torture; you hear of more people dying in prison.

Acceptance

There's a whole lot of inequality which can be readily seen and described but it is the inculcation of the acceptance of this as normal that I think is evil. Not only those of us who are depressed and deprived but also those who are born privileged - neither are conscious of the way society is organized and at what cost. Through the government-controlled television, the radio, even the newspapers, wrong information or mis-information keeps them unappreciative of what is happening to people. How much of this goes into the textbooks in schools? People are brought up ignorant and then they go and work in factories, in offices or in big institutions or even universities and they are as ignorant as the day they were born because they have been kept ignorant.

Gold-miners' hostel. **UNESCO Features No. 745.**

BEST COPY AVAILABLE

People with privilege do not realize what other people are doing without so that they can have this well-built house and go to the university. They don't appreciate that this position they have and the benefits they enjoy mean that many other children have to go hungry, have to die and that many more have to be tortured. They are living off the collective effort of other people who aren't allowed their right to the worth of their work or to even express it.

We, too, have been kept ignorant - of our own worth. They told us that our country was poor. We didn't realize the resources and the human riches that were being exploited and destroyed. When people are mining gold in hazardous conditions and sleeping in those hostels, they aren't aware of the value of the gold they are helping mine - for the benefit of someone who may just be buying shares in Europe or America.

Superiority

So, for pure aggrandisement of self-interest and power, whites in South Africa have established themselves as super-beings above others. They can roughshod it over another person's rights as a human being because they believe that they are of a higher nature, a superior being, and that the other is inferior in terms of rights, in terms of dignity, almost another species.

They have even made us believe that they **are** superior. You see people who are having it nice, who have a higher standard of living, and this can make you think they are better quality people, whereas in fact, given the same circumstances, they would be in the same level or maybe even worse.

Q: *What can be done?*

A: The people who control thought, who control education, who control **us** have inculcated in us inferiority and acceptance of this thing as normal. Until finally something breaks and you say, "I'm being robbed. Something is wrong somewhere. I refuse...we refuse..." You see just so many of your children die in front of you for cold or hunger and then you realize that it's useless to be compliant and law-abiding. "For heaven's sake, this place is killing us. Let them do what they want; I would rather die creating a better world for my children! "

This is something which affects the whole world. Most people are faced with the problem of inequality. Even in countries which are supposed to believe in human rights, there are ghettos and people cannot live a decent life. The governments are just paying lip-service to ethics; they don't really care because their advancement and industrialization have been built through the human and material resources of the colored civilization.

More and more, all over the earth people are refusing to allow any longer this exploitation by the rich in the name of progress and of law and order. They are recognizing what is happening to ordinary people and that they must fight it. They will do everything to bring some normality into this abnormal situation.

The whole question of oppression and exploitation is based on whether or not people regard each other as having the same rights, the same feelings, the same duties towards each other. People can bring about a different relationship to one another as soon as they recognize the simplicity of living **with** each other, not **through** or **by** each other.

Population in South Africa (1981)

Africans	20,000,000
Colored	2,600,000
Asians	800,000
Whites	4,500,000

Some suggested exercises:

Exercise No. 1

What other questions would you like to ask Mr. Mafuna? Individually or in groups, compile the questions, research the answers and complete the interview.

Exercise No. 2

In the Universal Declaration of Human Rights, members of the United Nations agree that all people should have certain basic rights. Using the texts of the Declaration and of the interview, note which rights in the Declaration are being violated under the **apartheid** system.

Exercise No. 3

Since the Africans in South Africa cannot expect to secure their rights without changing the present system, they have appealed to the United Nations. Using the section on **apartheid** in **Basic Facts about the United Nations**, list the actions taken by the UN members which might affect racial discrimination in housing in South Africa. Why do you think **apartheid** has been more difficult to eliminate than colonization in other African countries (see III-D)?

Part II. Other Cases of Racial Discrimination in Housing

Is **apartheid** *in South Africa the only instance of racial discrimination in housing? Or is it practiced in other forms in other places?*

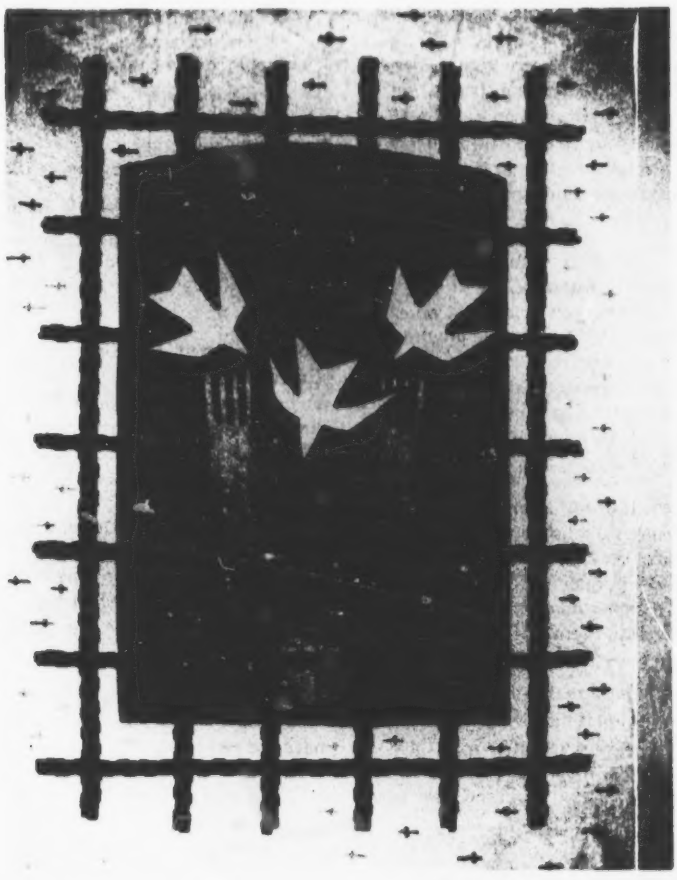
In this part investigate the situation in your own or another country to discover whether there is discrimination in housing against a group because of race, color, religion, or national origin. Then find out whether people can do something about the situation and how this differs from **apartheid.**

In order to study the situation in depth, your class might look into a case of **local racial discrimination in housing.** The easiest way to find such a case would probably be to research issues of the local newspaper or to contact agencies which might be involved in helping people find housing.

Once you have found a case, you will want to try to talk to all the parties involved. In discussing the matter with the persons subject to discrimination, it will be best to begin by asking about specific topics, such as whether they are allowed to own property and, if they are trying to rent, what are the facilities provided by the landlord, what does the community offer to them (schools, community organization, shops, security and other matters covered above in the interview on **apartheid** in housing). When the persons begin to talk more freely, encourage them to express their feelings.

"Towards liberty"
a tapestry at UNESCO
Headquarters
donated by Yugoslavia,

UNESCO photo/
Dominique Roger



One group in the class can try to find out about the laws and regulations relating to housing, zoning and discrimination, as well as any agencies or programmes which can help people subjected to discrimination.

Should there be circumstances which make it inadvisable to do this study locally, try to research **housing in some other country.** If possible, look into human rights provisions in the national constitutions and then a housing situation, such as land ownership in rural areas, squatters in cities or housing for migrant workers. Once you are familiar with the facts you might role-play an interview with someone involved in the situation.

Part III. Conclusions

A. Analysis

Discuss the similarities and differences between housing discrimination in South Africa and in the other example you have chosen:

- *are the motives for discrimination the same in both?*
- *is there a difference in the avenues open to someone seeking justice? in the degree of freedom allowed? in the violence or possibility of violence?*
- *what similarities do you see in the attitudes of the oppressed towards the oppressors? of the oppressors towards the oppressed?*
- *how do you think such discrimination affects the development of each?*

B. Action

What has this unit meant to you? Has it made you more conscious of how people act towards one another? Do you feel that what happens can be affected by what you do or do not do about injustice?

If you want to do something, you will have to decide whether this will be something personal - changing your own attitudes or behaviour - or whether you want to join with others on some project locally or elsewhere. *Will you try to make the general public aware of what is happening? put pressure on those who contribute to discrimination for economic reasons? help those who are exploited to know their rights and how to secure them?*

Then you can explore actual projects you might undertake. For example, young people in UNESCO clubs in one country surveyed property owners, asking whether they would rent rooms to international students of different races and the reasons for their answers. The UNESCO clubs made their findings known and the situation improved greatly.

Instead of acting on your own, you may prefer to join an existing group. A committee in your country may be working to persuade businesses and universities to divest themselves of investments which support **apartheid.** Whatever you decide to do, keep the project limited so that you can accomplish it in the time that you are able to give.

OTHER IDEAS

You may choose to explore other aspects of **apartheid** and discrimination instead of, or in addition to, housing. For example, a theme such as education or work opportunities may be more relevant to your students' interests. Whatever you choose, you will be able to develop the same insights into the nature of discrimination and its deplorable effects on both the privileged and the deprived.

Housing around the world

The injustice of discrimination in housing could be made more vivid and meaningful if you investigate the meaning of "home" in other parts of the world. Social aspects of housing can include: provisions for communality and privacy in different homes, houses as an expression of family stature, and the effects on family life of city housing. Many excellent visual materials on these themes were developed for the Habitat International Conference (see Appendix A).

The United Nations' Role

If **apartheid** is studied in isolation, students can be discouraged. They may feel that UN efforts have brought little improvement. It is preferable therefore that **apartheid** be taken up within the context of the UN's work in decolonization (see Unit III-D). They would then recognize it as one of the last and most difficult hold-outs in the coming-to-independence of African peoples.

You may also wish to tie the unit in with the preceding one (IV-A) on the New International Economic Order. There are many parallels that can be drawn between the injustices of **apartheid** and those of a world economy where there is division between the rich and poor countries.

Simulation

Another way of helping students to understand discrimination and **apartheid** is simulation. Enact a situation in which a small group has total power over the lives of the majority. The de-briefing discussion after the simulation should focus on the feelings of **each** group and their behaviour when they were in power or deprived. Time should also be given to relating these insights to racial discrimination.

> *"Without development there cannot be full realization of human rights, while at the same time development without human rights would be hollow."**
>
> UN Secretary-General Javier Perez de Cuellar

* Press release WS/1115, 18 February 1983

COMMENTS

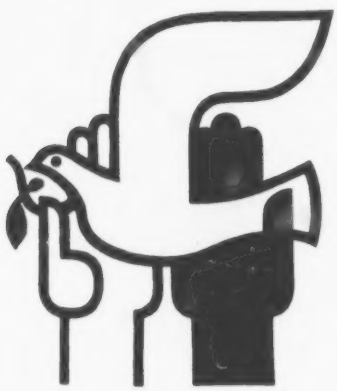
Critical Awareness (Esprit critique)

The 1974 Unesco Recommendation on international education speaks of "critical awareness". What does this imply? Obviously you don't want your students to be raised thinking that their own society is perfect or accepting injustice as "the way of the world". The term, "critical awareness", however, need not conjure up images of young iconoclasts who feel that nothing and nobody today are worth preserving. Critical awareness is not destructive; it is indeed vital to the improvement of society.

Young people have a keen eye for performance gaps in the adult world. This is a first step in critical awareness. Only through a hard honest look at one's own society can people become conscious of discriminatory attitudes and behaviour which have become part of the social fabric.

But analysis and understanding must follow. These help students to avoid scapegoats and the expectation that wrongs can be righted simply by replacing individuals in power. Appreciation of traditional wisdom, questioning purely material values, the search for root causes - all these are part of critical awareness. The result should be that your students understand the difficulties of bridging ideals and reality and are prepared to take considered action.

The skills needed for critical awareness are ones normally developed by schools through traditional study. Often, however, they are not applied to surrounding realities. To do so is more difficult for a teacher but it **can** contribute to improving an imperfect world.



PEOPLE AND WORK

Areas of study: Social studies, area studies, current affairs, economics, vocational training
Themes: New trends in employment, work satisfaction
Related UN function: helping in specialized fields (International Labour Organisation-ILO)
Unit objectives: to enable students
- to become aware of new world-wide trends in employment and how these can affect the number and kinds of jobs available
- to explore the meaning work may have for them personally and ways to find satisfaction in their work
- to learn about the activities of UN organizations in the field of work

Unit components:
- the world employment situation, general and particular
- the local employment situation as shown through 5 interviews
- the students' personal work plans

Suggested time: 3 or more class periods
Tools: **Basic Facts about the United Nations**; publications of ILO and UNESCO.

SUGGESTED PROCEDURES

To the teacher: *This unit focuses on a small part of a topic which holds particular meaning for young people. The two themes (new trends in employment and work satisfaction) were chosen because young people all over the world may not be able to find employment in the fields in which they would prefer to work and for which they may have been trained; many will probably have to cope with job changes, unemployment or underemployment. The unit, therefore, suggests that they will need to be flexible and inventive in finding work and should learn to derive some kind of satisfaction in working regardless of the field they are in. At the same time, students should be aware that individually and collectively (i.e. through the UN) countries are seeking ways to improve the situation.*

Of course, you may decide to focus on other themes than the ones suggested here. You may also wish to reverse the sequence shown (i.e. you could begin with students' attitudes towards work and then explore how the local employment situation is affected by world trends in employment.)

To the student

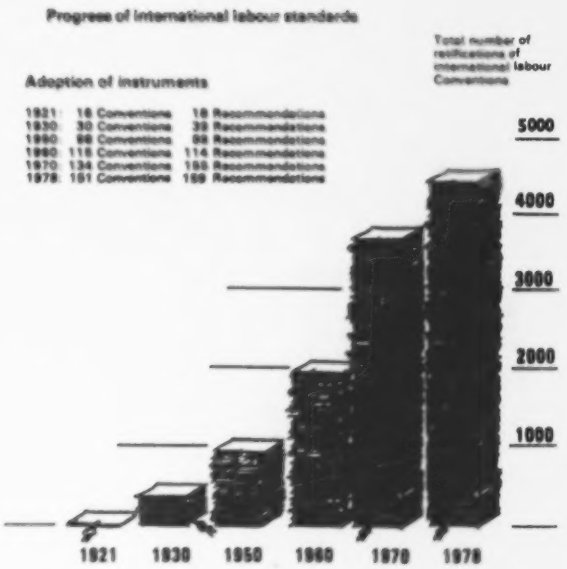
Introducing the Unit

These days you are probably thinking quite a lot about what comes next after you have finished your formal education and are beginning to earn a living. Perhaps you have chosen studies which will prepare you for some field of work you might like to do. You have also had work experience at home, in school and maybe outside in some kind of job. All these will have helped you to form a clearer idea of what your life might be like after you leave school.

This unit explores two aspects of work which you may find useful to consider:
- new trends in work (new kinds of work and new challenges in finding employment)
- meaningful employment (what gives people satisfaction in work)

This unit suggests that you investigate these two aspects in the local community and world-wide. You can use the experience of individual people and also the general findings of the International Labour Organisation (ILO).

The International Labour Organisation (ILO) is the UN Specialized Agency concerned with work. Founded in 1919, it works to develop more and better jobs,sound relations between employers and workers, and full respect for workers' basic human rights and freedoms. The ILO is unusual because at most levels of its work three parties are represented: the governments, the employers and the workers. Aside from this, the ILO operates in ways similar to other UN agencies. It is dedicated to balanced economic and social progress in each nation and to the well-being and fulfillment of individual people. It sets standards(conditions of work, rights of workers,etc.)and checks how the standards are carried out; it helps countries with technical assistance (ie. labor laws, training,etc.) and collects information about employment in Member States. In the course of these activities, ILO is able to form a world view of new trends in employment.



Part I. What Is Happening in the World of Work

A. New Trends

ILO studies show that the world of work has been affected by the population explosion, technological developments and the internationalization of most aspects of life. With more people, more machines and factories and with more goods made and exchanged, work in most places is different from the way it was when your grandparents were young.

1. Different kinds of work

- whereas most people used to spend their time growing food, soon half the world's people will be working in industries; rapidly growing numbers, particularly in industrialized countries, are employed in the service sector.

- many used to be self-employed or work in small enterprises; now more and more are employed in large enterprises.

- most of the food and goods produced formerly were used in the local community; increasingly these are made for consumption in cities in the home country or for export to other countries.

- the spread of new technologies, in particular of micro-electronics, will change the employment and skill structure and profoundly affect the nature and distribution of work.

2. Different conditions of work

- work in large enterprises can be de-humanized - impersonal and mechanical; workers may have less control over the pace and content of their work than do farmers, artisans and workers in small enterprises.

- with the growth in population and new technology, there can be less job security; skills often become obsolete: people trained in one trade may have to learn another or face unemployment.

- many people have to leave rural areas and migrate to cities or even other countries to search for work.

3. Job opportunities

- unemployment has been growing. With less training and experience, young people have special difficulty in finding work.

- the ILO has estimated that by the year 2100 one billion new jobs will have to be created (88% of them in the Third World) if everyone is to be employed.

- many jobs require years of technical training.

Questions to investigate:

Do these new trends described in ILO studies apply to work in your local community? How might local jobs be affected by unemployment elsewhere? by growth of industries in rural areas? by price rises in other countries?

B. What work means to different people

In reading the following accounts of young people working in different parts of the world, ask yourself what kinds of satisfaction each finds or hopes to find in his or her work. *Is it the money earned? the sense of self-reliance? being given responsibility? making a contribution to the family or society? developing a skill? the comradeship?*

"I have a little land for myself and I plant bananas, yams, cassava, cocoa, and coffee. My grandfather tells me what to do. I have been farming since I was seven years old. I like working here with other people. We have to grow food both to eat and to sell so it's important for us all. I decide for myself more-or-less what I am going to do and when. The only job I really don't like doing is weeding because I keep getting scratched on these bushes." [1]

"I live here on my own. When I first came, I was just a kid. I was frightened when I got off the train. The city is big...A friend sold me his shoe-shine box. There are eight of us with spots at VT station. We sit banging our box and shouting 'p'leece, p'leece'. I earn 3 rupees a day, sometimes 6. When there's no business, we mess around, have a good joke. I sleep on the landing at the VT station...When I'm older I 'm going into business. I'll be a good business man because I've learned to look after myself." [2]

"I was assigned to a tractor brigade which worked in the fields of the village where I was born and brought up. I'll always remember when I sat at the wheel of the tractor for the first time. At the end of the day when I got out of the cab, my head reeled. My whole body was tired...Gradually the tractor and I became better friends (I came to enjoy my work,).It was the happiness of a grower of things. It was pleasant to realize that you could be useful to your society." [3]

"It gets me mad to see these kids working in an office. I don't know how they do it...I got to be energetic. I got to be moving all the time." [4]

"I'm going to be a toolmaker, you see the finished product; even if they are screws, you know you've made the mould for them." [5]

"I wanted to become a locksmith or a mechanic. But all I was offered was...a slater's apprentice which I had to take. I can always retrain later when the crisis is over." [6]

1 & 2: International Year of the Child Press File **From the World's Children,** IYC Secretariat, United Nations. 3: ED/W5/21, UNESCO. 4,5 & 6 : from survey by **Société française d'enquête par sondage** (source ILO)

What kinds of satisfaction does this work bring? UN photo

C. Economic and social values: how people feel about migrating to cities or other countries to find work.

Today there are 10 million immigrants in Western Europe - 5% of the total population. In one industrialized country alone, there over half a million immigrant children - many of them living in shanty towns, four or five people to a room. Here, Natalie, a 12 year-old girl from a less developed country,talks about what it's like to be an immigrant child in a strange land and why she would like to go home.

My father came here first. I didn't see him for a few years. My mother got lonely. She got the feeling that he was forgetting us a little bit. Then one day a letter came from my father. He said come. We were all very happy. We were tired of our village. Everyone worked on their bit of land. It was boring. We wanted to find out what was going on in cities. We had all heard that this country was a better place to live.

On the train coming here I tried to imagine my new home in the city with modern things to do, jobs for us and exciting places to go with shows and lights and all the new friends I was going to make (It didn't go that way at all. I didn't make any friends because I didn't speak the language here. I was always left out of the playing groups.).

I was happy to see my father. He hadn't changed except he smelt of cigarettes more than he did before. But I missed my Grandmother a lot.

In the beginning my Mum used to cry a lot. She had to get a job in an office as well as working at home. So it was a big change for her. And she used to get lost on the way to the office and then she couldn't find her way home. And she missed all our family. She wants to go back very badly. I don't know what my father thinks. I'm afraid to speak about Portugal at home - he gets mad if I do. He used to be a carpenter at home. He was a very good carpenter. Now he works in an automobile factory. I'm sure he stays for the money.

Things got a bit better. My teacher took special care of me. Now I sometimes can go with Dad if he has problems with his papers so I can translate for him. I like doing that.

I've been back home once. Everybody was happy. We all cried. But it sort of hurt as well. They are poor compared to me. They are not dressed well. They have torn clothes.

But I want to go back even if it means being poor. I don't like it here. I feel all the crowds and the homes. I miss the countryside and the animals free to run around. The people are much simpler at home. We were always together having a good time. At home, every Sunday, people would have have a big football game or a dance or a talk and everybody would come out and have a good time. Everyone mixed in. And I miss the games. Over here we do sport in schools but in stadiums and swimming pools. At home we have the fields to run in and rivers for swimming. I was freer at home. Here I only have a small play area because there are lots of cars and violence. In the village you have got problems with the land and the animals but you don't have problems that you can't understand and worry you.

The other thing is that people are always fighting. I nearly got into a fight the day before last. A girl said to me " go back to your own country; you only come to eat our bread". It happens to me quite often. If they are racist to me, I say,"Listen.We work for you. We do all the dirty work. We keep your houses and make your food and work in your factories. We make your cars and build your buildings. So, if you don't like it, we will just go home and see how badly off you will be without us." If she came to my country and was a foreigner to me, I wouldn't treat her the ways she insults me. *

* International Year of the Child Press File **From the World's Children**, IYC Secretariat, United Nations.

Part II. What is the Work Situation in the Local Community?

Explore the new trends in employment in your local community. Find out about new kinds and conditions of work, job opportunities, and the effects of industrialization and new technology. Discover also what work means to different people.

To do this, you might divide into five groups focused on different kinds of employment. One group might visit and talk with a person working on a farm. Another could choose a craftsman using traditional methods, another a factory worker; the fourth group would be concerned with distribution or communication, and so on. Each can investigate the ways that people found their jobs, their training, how the work may have changed, and employment conditions and rewards. You might also find out whether the product is exported and whether imports are needed for its production.

If you have considerable time for this unit, it would be useful to become an intern or an apprentice in order to learn more about the work.

Should you wish to have a wider view rather than in-depth information, you might conduct a survey asking many people just two or three questions (i.e. how did your parents make a living? How are you employed? Why did you choose this work?).

Part III. Your Work Now and in the Future

*"To a large extent man lives in and for his work, and his mental health and happiness depend upon the choice of work, its scope for action, expression and initiative and its contribution to his creativity, decision-making, pursuit of excellence and sense of self-esteem and dedication. While work affords satisfaction, enjoyment and self-realization, it can also bring obsession for success and lust for power."**

* Dr.Prem Kirpal, draft on "Education for Human Values".

A. Your work now.

Evaluate how you feel about a paper or a project you have done at school this year. You could ask yourself: *why am I in school? in what ways am I satisfied with the work I did? dissatisfied? what will I remember about this project or paper?* These questions should help you to become aware of how much you value external rewards (marks, prizes, etc.) and internal ones (doing work you enjoy, meeting challenges, creating, discovering, contributing, developing understanding and skills, etc.).

B. Your own plans for employment

Using insights you may have gained in this unit, formulate your own plans for work.

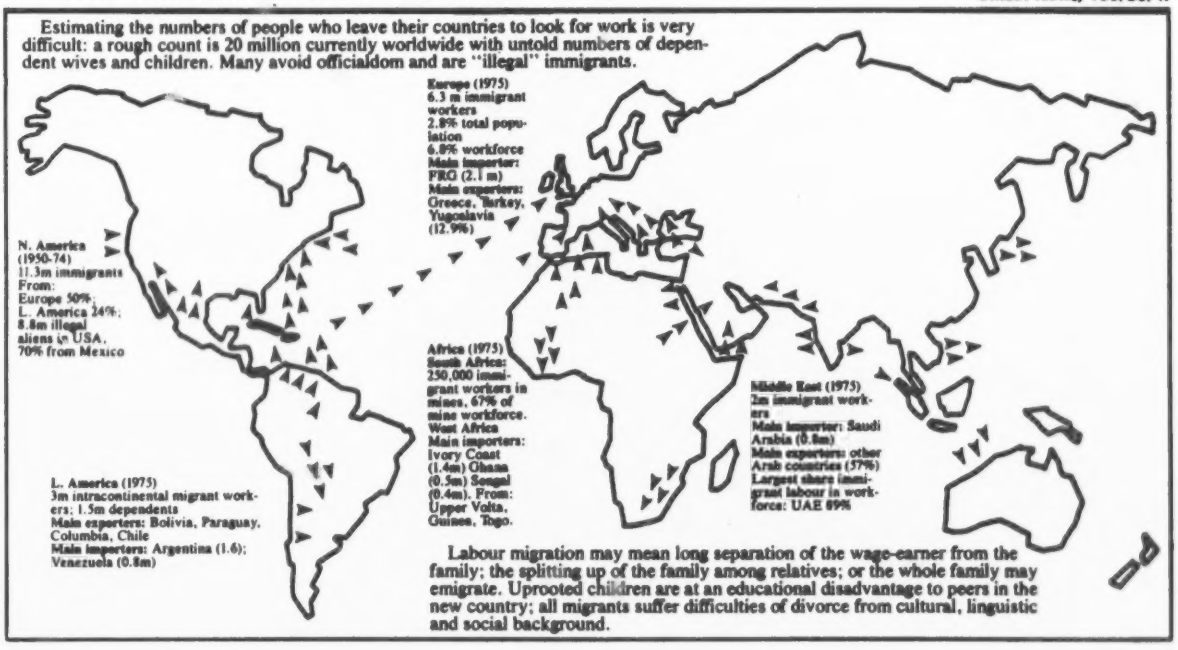
1. Work goals. Think about what you hope to accomplish through what you do in your life. *Do you want to*

- *contribute to the family? the community? your country?*
- *make people's lives better? help the unfortunate?*
- *earn money? honor for the family? standing in society? fame?*
- *increase your knowledge and skills?*
- *use your special talents and capabilities?*
- *be in a sympathetic group of people? be part of a respected group?*
- *have some control over what you do? be creative?*
- *explore? grow through meeting new challenges?*
- *have a sense of accomplishment?*
- *be in a position of responsibility? power? security?*
- *have a job that is not too difficult?*
- *other ideas (specify)*

2. Kinds of employment. *If you had your choice, what jobs would you do? why? What kinds of work would you prefer not do? why?*

INTERNATIONAL MIGRATION: WORKERS

Unicef News, 106/80/4.


Estimating the numbers of people who leave their countries to look for work is very difficult: a rough count is 20 million currently worldwide with untold numbers of dependent wives and children. Many avoid officialdom and are "illegal" immigrants.
Europe (1975)
6.3 m immigrant workers
2.8% total population
6.8% workforce
Main importer: FRG (2.1 m)
Main exporters: Greece, Turkey, Yugoslavia (12.9%)
N. America (1950-74)
11.3m immigrants
From:
Europe 50%;
L. America 24%;
8.8m illegal aliens in USA, 70% from Mexico
Africa (1975)
South Africa: 250,000 immigrant workers in mines, 67% of mine workforce.
West Africa
Main importers: Ivory Coast (1.4m) Ghana (0.5m) Senegal (0.4m). From: Upper Volta, Guinea, Togo.
Middle East (1975)
2m immigrant workers
Main importer: Saudi Arabia (0.8m)
Main exporters: other Arab countries (57%)
Largest share immigrant labour in workforce: UAE 89%
L. America (1975)
3m intracontinental migrant workers; 1.5m dependents
Main exporters: Bolivia, Paraguay, Columbia, Chile
Main importers: Argentina (1.6); Venezuela (0.8m)
Labour migration may mean long separation of the wage-earner from the family; the splitting up of the family among relatives; or the whole family may emigrate. Uprooted children are at an educational disadvantage to peers in the new country; all migrants suffer difficulties of divorce from cultural, linguistic and social background.

BEST COPY AVAILABLE

3. Work satisfaction. *Are there kinds of satisfaction that you can find in almost any kind of employment?*

4. Strategies for finding satisfying employment
   a. Preparation. *In what ways does school prepare you for making your livelihood (ie. adaptability, methods of work, knowledge, vocational skills)? How else can you prepare (ie. job experience, apprenticeship, vocational classes, etc.)?*
   b. Information about employment. *Are there people or organizations who can advise you about work that is available now or that will be needed in the future?*

OTHER IDEAS

It can be helpful to be aware that governments are trying to deal with unemployment - something beyond students' control which they may have to face during their lifetimes. As part of this, they should know that the ILO not only helps countries with their vocational training programmes and employment bureaus so people can find work; it also promotes more jobs. This is being done through the World Employment Programme, the World Employment Conference, employment missions and assistance programmes in regions and individual countries. In all these, national governments are encouraged to promote employment systematically as part of national development. All sectors are involved: industry and agriculture, demographic policies, education, investment, finance and international trade. The measures taken are somewhat technical but they will give students a general idea of how the international community deals with worldwide problems.

A topic as large as "work" can also be extended in many other ways, according to students' interests. They might select for their research* one or two fields in which the ILO is active, such as the following:

- young people and employment in different parts of the world. This would enable the students to explore more deeply work values, attitudes and experiences. They could use as resource people immigrants, students and teachers from other countries.

- work and the elderly. Through employment, people have a function in their societies. Should older people continue to perform some kind of tasks, so they will continue to participate in community life? (In some countries, elders act as counsellors on family and community problems.)

- ILO programmes for other vulnerable groups,such as children, refugees, migrants, the disabled, workers under **apartheid**, etc.

- employment and emotional health: the effects of industrialization (noise, piecework, crowding, etc.); ways of humanizing factory jobs; whether competition reduces satisfaction in personal accomplishment; work as a means of self-expression or self-realization.

* **ILO and the World of Work**, ILO, 1979.

ILO has set international standards regulating working conditions of women, including maternity leave and equal pay for equal work.

UN photo.

BEST COPY AVAILABLE

© Pavel Rak, Czechoslovakia; from a cartoon collection published by the House of Humour and Satire, Gabrovo, Bulgaria, 1975

Meaningful employment?

Unesco Courier, April 1976

- the implications for education in new trends in employment. How much should education be directed towards vocational training? towards self-reliance, adaptability and other learning skills? education and retraining of workers?

- automation: "automation has replaced the autonomous man" *, or ways that automation can help employment.

- participation in development: encouraging governments, employers and workers to co-operate at various levels; organizing rural workers and co-operatives

- standards: for health and safety at work; wages and benefits; the right to organize, grievances, strikes, etc.; methods for insuring compliance (i.e. voluntary reporting, examination of cases of infringement)

- restructuring industry in industrialized countries; adjusting to technological change

Should the class wish to study in detail how a UN Specialized Agency works, the ILO would be an excellent choice. Students could investigate the role and composition of the General Conference, the Governing Body, and the International Labor Office; the regional conferences and specialized meetings; the International Labour Code; technical co-operation; research and documentation. They could also study the means used in three main fields: improvement of living and working conditions, promotion of employment, and development of human resources. They might also investigate how specialized agencies co-operate in fields of mutual interest (i.e. employment and children) and the increasing technical co-operation among "developing" countries.

> "My Government owes a special debt of gratitude to the ILO because the social security system in force in the United States was based on proposals made by the Organization (in 1930)."

* ED/ 78/CONF 63/4 p.6, UNESCO

COMMENTS

We Are ALL Developing

One hears too much about people or countries which are "developed" or "underdeveloped", "advanced" or "backward". The truth - fortunately - is that all are developing. None are fully developed without the potential for further development. Naturally all are not developing in identical ways. Each is rich and each is poor in some way.

Different people have focused their energies on developing different aspects of life. Desert nomads, for instance, have evolved skills which enable them to live in environments where the unskilled would perish. Some societies have concentrated on material progress; others may be more concerned with harmonious social relationships or philosophical exploration. Now, with more international interchange, each can learn from the other and so develop more fully.

In such development, people or countries do not need to adopt the models evolved by the other but they can learn from each other's experiences. For example, although rural economies may wish to modernize, they would like to control that process so they can avoid many undesirable elements of industrialization (see IV-A).

Poverty is both a symptom and a cause of "underdevelopment". There are also social and cultural factors. Among people family up-bringing, schooling, work, marriage and other social frameworks can encourage, direct or inhibit individual or collective development.

The idea that all are developing is at the heart of education and of the United Nations itself. This was the theme of the UNESCO report "Learning to Be" which said of human development:

"...the aim of development is the complete fulfilment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments - as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer."*

* Learning To Be, ED/72/D.65/A p.vi,UNESCO

Grades 10-12
(ages 15-18)

ALL TOGETHER NOW
(Managing our resources)

Areas of study: Science, civics, area studies, geography, economics, current affairs, social studies
Themes: Interdependence in energy
Related UN function: mobilizing world action (UNEP/UN Environment Programme; TCDC/Technical Co-operation among Developing Countries)
Unit objectives: to learn that
- few people or nations can satisfy their needs without interchange with others
- traditional sources of renewable energy have worth today
- the growth of population and industrialization require people to plan ahead in order to meet future needs both locally and on a world scale
- such global planning can be done through UN organizations

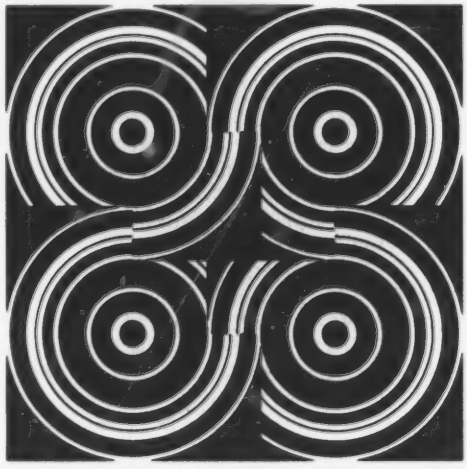
Unit components:
- research current energy needs and use locally
- research energy needs, use and experimentation elsewhere
- build simple device which uses renewable non-polluting energy
- prepare a study on energy for the community

Time suggested: 1 to 2 weeks
Tools: **Basic Facts about the UN**; science texts; UN materials on energy

SUGGESTED PROCEDURES

To the teacher: *To simplify the work, students can take up different aspects of this subject in various disciplines. Science classes can help students define energy, explore different kinds of energy and build the device called for in Part I-E. Students in geography or study of other cultures can learn what energy means in peoples' lives and the different forms of energy used in various environments. With this kind of background and supplementary UN materials, such as the ones given here, the class can gain a general awareness of the energy situation. The assigned report should not be too detailed or all-inclusive but rather should outline quite simply the main options for energy development in the local community.*

If you prefer a narrower focus for developing the same concepts, the class could focus on one form of energy of particular interest to the local community.



To the students:
Assignment: Report on energy for the community

As you probably are aware, people everywhere are becoming concerned about energy. With more and more people, industries and cities, they find that they need more and more energy and some of what they need is becoming scarcer and harder to pay for.

Because this scarcity affects everyone, international meetings are exploring ways to meet the need for energy today and in the future. National governments and even local communities are also making plans. In this unit, you are to assume that the leaders in your community have asked your class to help in this work by preparing a report. You will:

1) research your community's use of energy today and its probable needs in thirty years

2) investigate ways to increase and improve energy (as part of this, you are asked to build and test a simple device using a renewable, non-polluting form of energy)

3) recommend action which your community should undertake to meet its coming needs for energy

To do this, your class will need to examine traditional and new forms of energy used locally and in other parts of the world. You will probably wish to work in groups in order to cover different aspects of this large subject. Below are suggestions for organizing your research and some excerpts from UN documents which may help you.

GROWING DEMANDS FOR ENERGY

	Individual consumption expressed in thousands of kilocalories per day *	Food	Domestic and services **	Industry and agriculture	Transport	Total
	Primitive man	2				2
	Hunter	3	2			5
	Primitive farmer	4	4	4		12
	Developed farmer	6	12	7	1	26
	"Industrial" man	7	32	24	14	77
	"Technological" man	10	86	91	83	230

Drawings Jacques Vimard, Unesco Courier

* A calory equals the amount of energy required to raise the temperature of 1 gram of water 1 degree Centigrade. 1 kilocalory equals 1000 calories.

** The services sector includes office work, trade, teaching, etc.

UNESCO Courier, July 1981

Part I. Research for the report

A. Definition of energy

This you can find in science textbooks.

B. Energy in the local community

To find out what kinds of energy are used, how they are used, their cost, and where they come from, you can analyze the daily use of energy in your home, school and community. Resource people can be helpful: your parents and grandparents (who can tell you about energy use 30 years ago), people whose work requires different kinds of energy, and community officials. To appreciate the importance of energy you may want to inquire what happens in the community when some form of energy (such as electricity or fuel) is cut off.

Different class groups can investigate different ways of using energy:

1. energy for home and school use (i.e. heating, cooking, and lighting)
2. energy which saves time and labor in work (this can range from the use of draft animals for farming to machinery in industries)
3. energy for the community (this could vary from everyone's joining to help with the harvest to electricity for a city's lighting and transportation system)

C. Energy needed by the community in 30 years

Analyze what you have found out in Step B. *Is your community largely self-reliant for its energy? or does it have to depend on getting energy from elsewhere? Does the energy being used hurt the environment? Who decides what kind of energy is to be used? Is there enough energy for now? How much more energy do you think your community will need in 30 years when there is a larger population? more industry?*

BEST COPY AVAILABLE

Part II. The International Search for More and Better Energy

A. The development of energy

Other communities and nations in all parts of the world are also finding that they must search for more energy. In the United Nations they have pooled ideas and information in order to

- find out the world's coming energy needs
- discover ways to meet those needs
- co-operate to develop energy and to share it fairly so there will be enough for all

B. Energy for development

This work is especially important to the "developing" countries which need to increase energy in order to industrialize and to improve the lives of their people. Industrialized countries with growing populations also seek more energy. Both need kinds of energy that are renewable and do not damage the environment.

C. International agreements.

UN Member States have agreed that:

1. **Energy must be used responsibly and fairly.** All countries have a right to energy. Non-renewable energy should not be wasted or consumed by a few industrialized countries.

It is best to use efficient energy which is not partly wasted in producing power. Energy production can also damage the environment. For example, dams for hydro-electric power have bad ecological side-effects; thermal power stations pollute. When the World Bank makes loans for such projects, it now provides recipient countries with money and advice to guard against environmental damage.

2. **Alternatives to non-renewable fossil fuel energy must be found.**

a) new ways to use traditional energy.

For thousands of years people have used renewable forms of energy to meet their needs. In many instances these traditional sources can still be used today. For example, water power can meet many home and agricultural needs. UNDP has helped with experimental projects in which three forms of energy (bio-gas, wind and sun) provide energy for an entire rural community. This can help many communities to become self-reliant, depending on imported fuel mainly for certain industrial needs.

b) developing new kinds of energy

This means preferably investing in the development of renewable forms of energy, such as geothermal.

3. **Co-operation must be used to exploit all available energy resources**

The "developing" countries are relying increasingly on interchanges and co-operation among themselves in order to promote their own development. They consider that they know best their own needs and that their skills and technology are more appropriate to each other's needs. A UN programme called TCDC (Technical Co-operation among Developing Countries) helps them to become collectively self-reliant and to control their investments and operations.

An example of regional co-operation is the Central American Programme described below:

We must all see ourselves as part of this earth,
Not as an enemy who imposes his will on it.
Being a living part of the earth,
we cannot hurt it without hurting ourselves.

African proverb.

Central America
Common Programme relative to Energy*

The movement for regional co-operation in Central America, organized since 1960, now includes a growing common programme devoted to developing the energy resources of the Central American countries. Their goal is to become more and more self-sufficient. Their consumption of energy has grown 9% annually. (They imported oil for 93% of their primary energy needs at a cost of $510.1 millions in a single year.).

UNEP contributed $1.5 million, through UNDP, to expand the energy programme for Central America. The five countries (Costa Rica, El Salvador, Honduras, Guatemala and Nicaragua) decided to re-inforce and speed up their work in 8 areas:

1) Geo-thermal energy (the area has good potential)

2) Hydo-electric energy (Only 4% of the potential for this kind of energy had been developed before then.)

3) Interconnexion of the electric systems of the nations (this would cost $500 million but would save $2.5 billion in 20 years.)

4) Development of oil

5) Resources of coal and vegetable energy (wood, ash, sugar cane)

6) Shared information and studies to permit planning

7) Joint investment in the development of energy

8) Joint projects such as: exploration for oil; purchase of crude oil; a regional fleet for the transport of oil; co-ordinated refining of oil and exchange of oil products; regional development of geo-thermal energy; joint operation of an electric generator and regional electric company.

*Excerpts from **UN Conference: Technical Co-operation among Developing Countries, Case Study No. 15**

(Source: A/CONF.100/PC/17. Para 38.) **Development Forum, March 1981**

"Draught animals constitute a decentralized renewable source of energy ... for which little information is available. In India, over 80 million draught

BEST COPY AVAILABLE

Wind-driven water pumps made from local materials
Photo UNICEF/WHO/THORNING

Part III. The Search for More and Better Energy Locally

What have you learned from the international examples that can help you locally? Can you use traditional forms of energy to meet your needs? Can your community co-operate with others nearby to meet your needs? with others in the region?

Project: testing renewable, non-polluting energy

In your science class a group can construct and test a simple device which will supply energy for a school or community need. This could be a device using wind or sun to pump water for the school garden or using waste for energy. When you have completed your tests, draw conclusions about the device's suitability as compared to that of other forms of energy currently used.

Part IV. Local action: preparing the report and recommendations

The report can be presented in any way your class considers effective. You may find it useful, however, to include the following sections:

A. Summary of findings

1. Local findings: the situation today in your community and how much energy you expect will be needed in 30 years (this can be quite general, such as showing that the community will need three times as much energy as it uses today)

2. Evaluation of different kinds of energy. The research groups which investigated different kinds of energy can present the assets and drawbacks of each kind of energy. This might be done with a large chart or matrix showing various kinds of energy and characteristics such as these:

Forms of Energy	Characteristics	
Human	Efficiency	Uses: domestic
Animal	Convenience	industrial
Sun	Safety	community
Water	Availability	Labor intensive
Wind	Cost: high	Capital intensive
Plants	low	
Wastes	Renewable	
Geo-thermal	Polluting	
Fossil fuels: Coal	Controlled by organizations outside the community	
Oil	Local control	
Gas	Benefits economy	
etc.	Benefits people	

B. Recommendations. *What kinds of energy do you recommend for the different needs of your community in the coming 30 years? Should this energy be developed through local initiatives? the national governments? regionally? private companies? what responsibilities do individuals have to use energy moderately and fairly? what forms of conservation do you recommend?*

C. Summary and conclusions. *How do you think these recommendations will improve the lives of people in your community? lead to economic development? preserve the environment? allow people in other parts of the world to have their fair share of energy?.*

Part V. Your Own Conclusions

Using the insights gained in this unit, discuss one of the following topics:

- the economy should serve the people and not vice-versa
- local energy consumption affects and is affected by energy consumption in other parts of the world
- people in industrialized societies can learn useful ideas from traditional societies
- the relation between energy and a just world economic system (NIEO), or between energy, development and peace.

animals have been counted. Their combined power is equivalent to 30,000 megawatts... draught animal energy should not be overlooked."

OTHER IDEAS

The inter-relation of energy and other world concerns can be expanded. One could take up "energy **and** ..." population, development, technology, environment, military expenditures, agriculture, industry, water, etc. Through all these topics several themes will recur: the importance of self-reliance to "developing" countries, how greed or waste affects others' rights to a scarce resource, the global nature of these concerns and the need to deal with them on a world scale. Any of these could include further details of the work of the UN Environment Programme which is extremely interesting to most students. For example, they might investigate some of the energy projects presented at the Nairobi 1981 Conference on New and Renewable Sources of Energy.

With more time the topic could also be explored in greater depth. Not only can students gain more technical knowledge about such matters as nuclear fission but they can also become more aware of their implications. For example, the questions below were discussed at a student conference at the UN on energy which took participants six months of preparation:

"-How should development and environment be weighted in making energy decisions? Is it possible to make protection of the environment the first priority and also work toward attaining a decent life for all?
-Who decides what energies to use, where to invest capital and technology? Is the basis for the decision corporate or government profit, the health and wealth of populations...the need for decentralization and local control? Is equity achieved when people can participate in their own decisions?"

COMMENTS

Realistic Expectations

In 1970 young people from all over the world came to the United Nations for a three weeks' World Youth Assembly. Afterwards many reported that the experience had given them a more realistic understanding of the UN.

This raises several questions about international education: what unrealistic expectations do young people develop about the world and the United Nations? where do these illusions come from?

Some illusions may develop in school. So often we teach about life as we would like students to see it, not as it is. We may imply that (school) educated people are more intelligent or that science and technology are the key to a better life. In teaching about the United Nations, we may unconsciously help students to develop simplistic ideas, to expect the UN will solve all problems, and so on.

For a more truthful picture, many schools have turned to in-depth study of world problems, such as hunger, illiteracy or pollution. Frequently, however, little mention is made of the positive work being done to deal with these problems and students can be left feeling overwhelmed and hopeless.

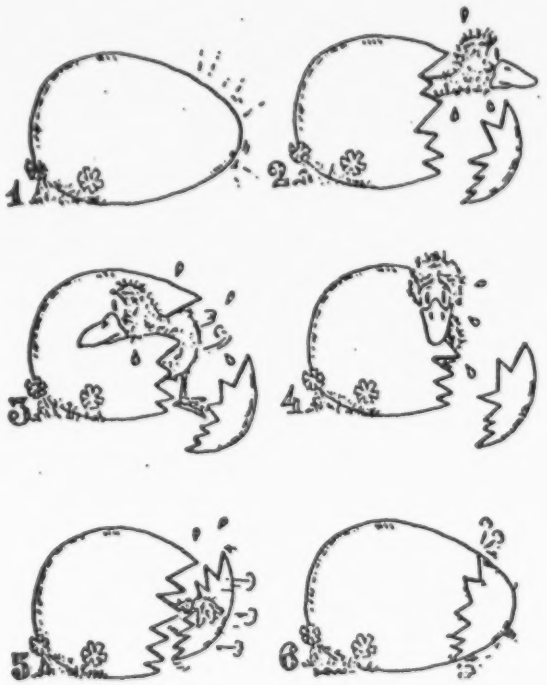
Much can be done to free students from illusions and to create more balanced, realistic expectations.

Honesty. Even in the earliest grades, one can admit the many difficulties in life and the gap between ideals and reality. In the case of the UN, it is useful to treat it as an experiment through which nations are learning to deal with common concerns.

"Concerns" not "problems". In our lives and in the lives of nations, most matters that we deal with are not problems capable of finite solutions. Day to day we try as best we can to provide food, clothing, housing and other physical needs of our families and to encourage their mental and spiritual growth and well-being. None of these matters can be "solved" once and for all because they are part of the process of living. Most of us hope, however, that our continued efforts will improve life for us and our descendants.

The same is true at the international level. Something like energy cannot be "solved"; it will continue to concern nations and will require constant long-term efforts towards "better standards of life in larger freedom".

Perseverance. It may also help students to realize that the same qualities are needed to deal with these challenges on both the international and local levels. As one participant of the World Youth Assembly said afterwards, "I learned that world problems are much more complex than I had thought. I realize now that to change things we will need more than talk; there must be patience, commitment and skill".



problems, problems, problems.....

the report of the International Development Education Seminar held at the Nansen School, Lillehammer, Norway, July 1979, under the auspices of the Norwegian Committee for UNICEF.

THE PEACE PROCESS

Areas of study: History, contemporary affairs, civics, social studies, mathematics
Themes: Peace and co-operation
Related UN function: reducing violence and promoting harmony (peace-keeping techniques and disarmament negotiations)
Unit objectives:
- to understand some of the reasons for international conflict
- to recognize that peace is not a fixed state but rather a process requiring continued effort and commitment
- to learn about the accomplishments and the difficulties of UN peace work

Unit components:
- definition of peace (a survey of people's ideas)
- ways of reducing violence (use of UN's peace-keeping techniques in a hypothetical case)
- building peace (statistics on the arms race, evolution of a draft in the 1978 Special Session on Disarmament of the UN General Assembly)
- conclusions about the peace process

Suggested time: 3 or more class periods
Tools: **Basic Facts about the United Nations**, UN Day Student Leaflets on disarmament (1978, 1982), **United Nations Today (Suggestions for Speakers).**

"peace is ....." Still from the UN film BOOM.

SUGGESTED PROCEDURES

To the teacher:

Peace is a difficult subject to teach. Like the peace process itself, one deals with emotions, myths and complex issues such as disarmament. The slow rate of progress can make students disillusioned. They can also feel frustrated since peace depends on governmental decisions over which they have little or no control.

Nevertheless if students can clear away unrealistic ideas and expectations and examine the peace process, they should find that peace is not a hopelessly idealistic dream. You can show them positive steps which have been taken. At the same time you can help them to realize that peace is one of the slowest and most demanding tasks needed in building a world community.

As suggested in "Other Ideas" below, many themes can be used to teach about the achievements and difficulties in this field. This unit focuses on two: peace-keeping and disarmament.

To the students:

Part I. Definition of "peace"

Each member of the class should ask three people to either

- draw a picture of what "peace" means to them, or
- complete the sentence "peace is ....."

Assemble the drawings and completed sentences and place them in categories. For example, you might have "peace and an end to war", "peace and love", "peace and freedom".

Part II. Reducing violence

Have you ever written a composition on "What I Would Do if I Were Chief of State"? Here your class is asked to suggest to the Chief of State of your country the stand you think your nation should take tomorrow at a meeting of the UN Security Council. This meeting is being called to deal with two incidents described below:

Hypothetical Case

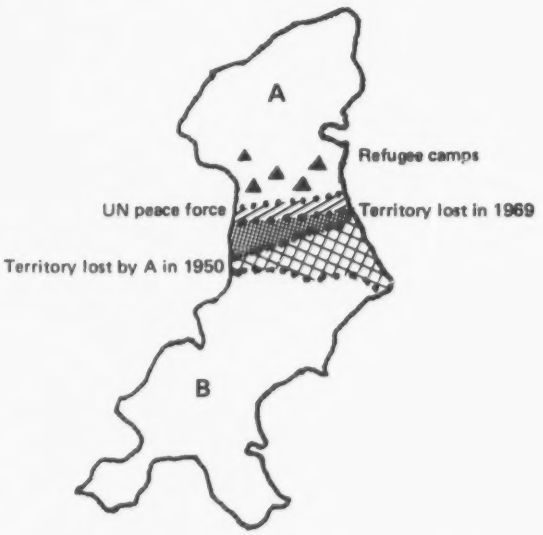
(Although this is not a real case, it is based on actual happenings in different parts of the world.)

Background

In the 1950's two neighboring countries, A and B, quarreled over an oil field located on the boundary between them. Country B invaded A and occupied the border territory. A's armies attempted to repel the invaders but only lost more land.

With the help of UN **mediators** the two countries finally agreed to stop fighting and have a truce. To supervise this agreement UN **observers** were asked to patrol the border between the two armed forces. People who had fled to avoid the fighting found refuge in UN **camps** in country A. The UN Security Council also set up an **armistice commission** to help the two countries work out a permanent peace agreement. They were unable, however, to resolve the questions of boundaries and the refugees' rights to return to their homes.

After several years' stalemate, war broke out again. As A prepared to retake its lost territory by force, B's army invaded and conquered more border land. A asked a third country for help. The UN Security Council **called upon** the states to stop fighting and to return to the original boundaries (as they were before the two outbreaks of war). The General Assembly **condemned** B for using force for aggression in violation of the rules of the UN Charter. When B's armies did not withdraw from the land they had taken, the UN Member States set up a UN **peace force** composed of troops contributed by 8 impartial nations. The **Special Representative of the UN Secretary-General** arranged for this force to be stationed in a neutral zone between the armies of the two countries. Since then there has been no further war but peace **negotiations** are still not making much progress and there have been more and more violent incidents near the neutral zone.



(maps showing the boundaries after the outbreaks of war)

Incidents

Recently people from B have begun to settle in the border territories taken from A in the last war. The latest violence erupted when the settlers began to cut down trees. The refugees complained to the UN Armistice Commission that these trees had been planted and grown by their ancestors on land which had belonged to their families for centuries. In spite of their protest and the UN's calls to stop, the settlers continued to cut down the trees. Refugees then infiltrated and set bombs in the new settlements. B retaliated by using planes to strafe the refugee camps. In both incidents many civilians were killed.

Countries A and B have requested a meeting of the Security Council to protest these incidents.

Your task now is to suggest to your Chief of State measures which your delegate to the UN might propose in the meeting tomorrow. To decide what actions could be taken, you will need to review the instruments for peace-keeping which the UN has developed. Some of these have been mentioned in this hypothetical case; others you can read about in the section "The Maintenance of Peace" in **Basic Facts about the United Nations** and/or **United Nations Today (Suggestions for Speakers)**.

Discussion questions:

When you have finished with this exercise, discuss some general peace-keeping questions, such as the following:

Did A or B fail to live up to the Charter of the United Nations? If so, in what ways?

Why do you think the countries behaved as they did? through hate? fear? anger? insecurity? inferiority? frustration? a sense that the world community would not protect them? would not prevent their doing wrong?

Is the situation described dangerous to civilians? to the countries involved? to other countries? to the world community as a whole?

What might happen next? Do you think that the measures you suggested will reduce violence? keep the war from spreading? contribute to harmonious relations in the world community?

Look at other cases where UN mediation helped the countries to come to an agreement. Did the UN use techniques different from the ones mentioned here? Were the countries involved more anxious to make peace?

Part III. Negotiating peace agreements

Reducing violence is only one way to work for peace. There are many others. In fact, the UN Charter and all the UN's efforts to fight discrimination, promote de-colonization and improve people's lives also help build a safer, more peaceful world.

Progress in some areas, however, has been slower than in others. One of the most difficult has been arms control and disarmament. In this part you will be able to follow negotiations on one item in the 1978 Special Session on Disarmament of the UN General Assembly. This may give you some ideas why agreements are so hard to reach.

A. Background on disarmament

1. Why disarmament is important:

What do the following facts tell you about the dangers, the cost and the waste of the arms race?

- $1,000,000 a minute is being spent on armaments
- the total explosive power of the world's nuclear weapons is equivalent to three tons of conventional explosive for every man, woman and child on earth
- more money is now spent on military research and military activities world-wide than on education, health or any other social field

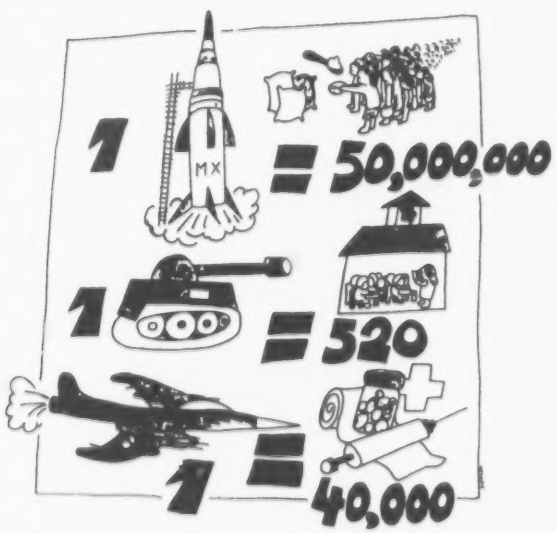
A mathematical problem:

In 1982, the world spent $600,000,000,000 on armaments, an amount approximately equal the annual income of the world's poorest two billion people (half the world's population). Estimate the average income of the world's poorest two billion people. What does the answer show you about tremendous military expenditures at a time of human need?

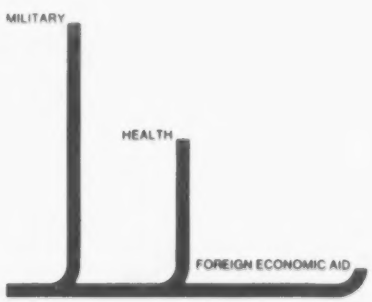
"Because of the diversity of interests involved, the multiplicity of national viewpoints and the deep-seated passions which are evoked, it is often an extremely complicated and time-consuming task to hammer out an agreement at the United Nations." UN Secretary-General Javier Perez de Cuellar*

*Press Release SG/SM 3328, 28 August 1982

WHICH IS MORE IMPORTANT?
COMPARATIVE MILITARY AND SOCIAL EXPENDITURES



Development Education Kit No.6, UN.CEF



2. The reasons given for armaments:
   a. security
   b. power
   c. profits
   d. jobs (Citing U.S. government estimates, a UN study showed that whereas $1 billion military expenditure created 76,000 jobs, the same amount would create 112,000 jobs in the civil sector of the economy.)

Discuss why nuclear arms pose more of a threat than a protection for mankind.

3. The need for international action

The situation is becoming more urgent. Arms research, manufacture and purchases are increasing in more and more countries. Even in countries which do not have enough food, health care, housing or education for growing populations, energy and human and materials resources are devoted to armaments.

Fill in this graph:

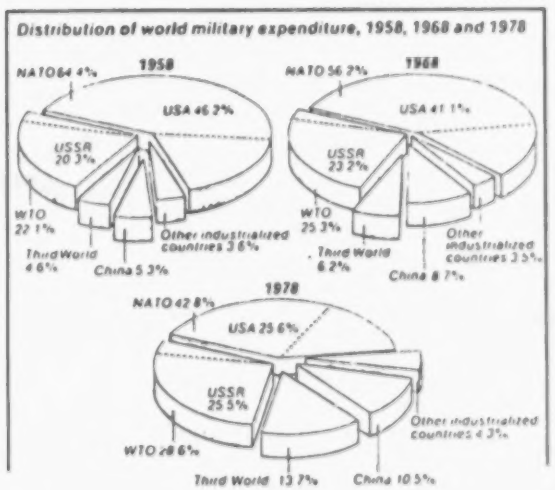
The Mad Momentum of the Arms Race:
RISE IN WORLD MILITARY EXPENDITURES, 1948 - 1983

billion US$

600*
380
213
211
212
178
164
130
128
140
107
64.7

1948 '51 '54 '57 '60 '63 '66 '69 '72 '75 '78 '83

* (estimated expenditure)



NATO - North Atlantic Treaty Organization; WTO - Warsaw Treaty Organization

"Third World" is used here to mean the regions of Latin America, Africa and Asia, excluding both China and Japan. "Industrialized countries" is used for the rest of the world, except China. SIPRI (Stockholm International Peace Research Institute)

A mathematical problem:

Using the above graphs, find the approximate military expenditures of Third World countries in 1958, 1968 and 1978.

4. What is being done

Everyone agrees that too much money is being spent on armaments but nations have different ideas on how to control and reduce these arms. Some want complete disarmament at once; others are working on partial measures to control the manufacture, sale and use of particular kinds of arms. Over the years important agreements have been worked out through the UN:

1959 Antarctic Treaty
forbids military activity in Antarctica
1963 Partial Test Ban Treaty
bans nuclear tests in the atmosphere, outer space and under water
1967 Outer Space Treaty
bans nuclear weapons from outer space
1967 Treaty for the Prohibition of Nuclear Weapons in Latin America
first nuclear-weapon-free zone in a populated region
1970 Treaty on the Non-Proliferation of Nuclear Weapons
commits nuclear powers not to transfer nuclear weapons to other states and other non-nuclear states nor to receive or manufacture them and to promote international co-operation on the peaceful use of nuclear energy
1972 Seabed Treaty
prohibits placing in the seabed nuclear weapons and other weapons of mass destruction
1972 Biological Weapon Convention
bans development, production and stockpiling of bacteriological weapons and calls for early destruction of existing stocks
1978 Environmental Warfare Convention
prohibits the military use of environmental techniques
1980 Convention banning certain excessively harmful conventional weapons

With the encouragement of the UN, two bilateral agreements (SALT) have also been negotiated.

In spite of these agreements more needs to be done.

B. Further steps: the two Special Sessions of the General Assembly

In 1978 the UN General Assembly held a Special Session on Disarmament "to generate new approaches and give a new impetus" to the work being done. The delegates reviewed the progress made in light of the arms race and the urgent needs for development. They finally adopted a Declaration on Disarmament and a Programme of Action.

A secretary's view of the First Special Session on Disarmament: the item on non-proliferation

The conference is over at last. It will seem strange to eat and sleep at normal hours once again after all these weeks working on disarmament.

Before the conference, of course, we were busy with the Preparatory Committee meetings. In those it was already clear that countries would find it difficult to agree on a text for the Declaration and Programme of Action. Consequently the draft to be considered by the Conference included alternative points with countries putting brackets around the parts they didn't agree with.

Soon after the opening of the conference, delegates split into working groups and these divided into smaller groups to draft different sections. I was assigned to the one dealing with the Programme of Action's statement on non-proliferation of nuclear weapons. Here the brackets were especially thick. Both the nuclear powers and those without nuclear weapons want to keep nuclear weapons from spreading but they are concerned about different kinds of proliferation. The nuclear powers consider that it will be easier to control nuclear armaments if only a few have them. On the other hand, the non-nuclear states are less concerned with this horizontal proliferation and more worried about what they call vertical proliferation; they point out that although nuclear powers have restrained others from having nuclear weapons, their own stockpiles have more than

sample first draft
Groups
and final text
Further measures should be undertaken jointly by the nuclear and non-nuclear-weapon States to develop an international consensus on [additional] ways and means to prevent the proliferation of nuclear weapons [on a universal and non-discriminatory basis,] [including agreed measures to strengthen [and consolidate] the nuclear non-proliferation regime] [in conformity with the principles of independence and sovereignty of States,] [based primarily on adherence of all States to the NPT and on the system of safeguards of the IAEA.]
To this end:
Steps should be taken to ensure that all [nuclear facilities] [source and special fissionable material in all peaceful nuclear activities] [of all States] are placed under agreed and appropriate international safeguards [arrangements] [applied through the International Atomic Energy Agency] [on a universal, standardised and non-discriminatory basis.]
[Steps should be taken by the nuclear-weapon States for a binding commitment to halt and reverse the nuclear arms race leading towards the total elimination of nuclear weapons, to stop the refinement of nuclear weapons and the production of new systems of such weapons [and to undertake not to use nuclear weapons] [which would lead to the removal of the threat of use of nuclear weapons.]]
[All [peaceful] nuclear facilities in all States] [source and special fissionable material] which are not presently subject to international inspection and control should be brought under the IAEA system of safeguards.]
Alternative 1
[Universal adherence to the Non-Proliferation Treaty should be encouraged. All States should be urged to ratify the Treaty or at least to abide by its provisions and objectives.]
Alternative 2
[All States could be encouraged to commit themselves to the goal of non-proliferation through possible adherence to the Non-Proliferation Treaty, nuclear-weapon-free zones or the IAEA system of safeguards.]
Alternative 3 [Steps should be taken to create the necessary conditions to facilitate universal adherence to the Non-Proliferation Treaty.]
[The IAEA should be assisted in its attempts [to strengthen its safeguards system.] [In evolving a standardized system of safeguards to be applied on a universal and non-discriminatory basis.']
N-A
Eastern
Western
W
66. Effective measures can and should be taken at the national level and through international agreements to minimize the danger of the proliferation of nuclear weapons without jeopardizing energy supplies or the development of nuclear energy for peaceful purposes. Therefore, the nuclear-weapon States and the non-nuclear-weapon States should jointly take further steps to develop an international consensus of ways and means, on a universal and non-discriminatory basis, to prevent the proliferation of nuclear weapons.
67. Full implementation of all the provisions of existing instruments on non-proliferation, such as the Treaty on the Non-Proliferation of Nuclear Weapons and/or the Treaty for the Prohibition of Nuclear Weapons in Latin America (Treaty of Tlatelolco) by States parties to those instruments will be an important contribution to this end. Adherence to such instruments has increased in recent years and the hope has been expressed by the parties that this trend might continue.
68. Non-proliferation measures should not jeopardize the full exercise of the inalienable rights of all States to apply and develop their programmes for the peaceful uses of nuclear energy for economic and social development in conformity with their priorities, interests and needs. All States should also have access to and be free to acquire technology, equipment and materials for peaceful uses of nuclear energy, taking into account the particular needs of the developing countries. International co-operation in this field should be under agreed and appropriate international safeguards applied through the International Atomic Energy Agency on a non-discriminatory basis in order to prevent effectively the proliferation of nuclear weapons.
69. Each country's choices and decisions in the field of the peaceful uses of nuclear energy should be respected without jeopardizing their respective fuel cycle policies or international co-operation, agreements, and contracts for the peaceful use of nuclear energy, provided that agreed safeguard measures mentioned above are applied.
Key:
Group placing brackets to indicate disagreement
Group proposing the version shown

Note: This page is reproduced from an account of the First Special Session on Disarmament prepared by a representative of one of the concerned non-governmental organizations. The terms "Eastern", "Western" and "Non-aligned" are the author's.

BEST COPY AVAILABLE

doubled in the last ten years. The non-nuclear states also consider that they are being denied their "inalienable right" to atomic technology and fuel needed for their countries' development. They attribute the nuclear powers' position to a wish to "perpetuate the present hierarchy in the world" by keeping a monopoly over nuclear power.

These different points of view meant that almost every sentence in our group's draft was struggled over. Everyone wanted to find a text that could be agreed upon but they also wanted their points included. We were constantly rushing to type up new versions, sometimes from drafts scribbled on scraps of paper, so that the work could keep going. Then when the meetings ended, often late at night, we had to prepare an account of the day's progress and circulate the latest text to the other drafting groups.

During the first two weeks things seemed to get worse rather than better. New versions were more controversial than the original draft; there were even a few more brackets added. A day before the conference was due to end it seemed impossible that a text could be found that all could agree to.

Finally they decided to postpone adjournment for 24 more hours. And so with this one last effort the brackets came out one by one. By three in the morning it was all done. The next day, with our clean draft in their hands, the delegates approved the Declaration and Programme of Action at the final Plenary Session.

Well, that's one more building block in constructing a peaceful world system. Next, we'll have to go through the same process for the Radiological and Chemical Weapons Conventions and the Comprehensive and Nuclear Test Ban Treaties and on and on . . . . My friends feel sorry for me because of the long hours, but even now, in spite of the exhaustion, I find the work the most interesting and exciting of any I've done at the UN.

On the preceding page is a part of the first draft and final text on non-proliferation of nuclear weapons developed at the Special Session. The brackets and alternate phrasing show how complicated the negotiations were. In some cases the difficulties could only be resolved by creating a completely new text.

The Second Special Session of the UN General Assembly on Disarmament was held in June and July 1982. It attracted great public attention. Groups in many parts of the world demonstrated against the arms race and at the Assembly an unusual number of heads of state spoke in favor of arms limitation and disarmament. The World Disarmament Campaign was launched. But, on the whole, the Second Special Session did not reach any conclusions on the major items on its agenda. Among these was a review of the implementation of the decisions taken at the First Special Session. All these unresolved items were passed on to the 37th regular session of the General Assembly. And so the process continues....

Discussion question: Why do you think such negotiations are so difficult?

Were there points of strong agreement?

What kinds of disagreements were there (i.e. ways of proceeding, timing)?

Why do nations have reservations about disarming themselves?

- they consider that they need arms for status? for power? for defense?
- they are afraid of being weak and vulnerable?
- they are unsure about collective security?
- other reasons (specify)

There are no simple answers to complex questions?

It is not just an agreement that is involved; it is actually that nations are in the midst of changing from one system of international relations to another?

Part IV. Conclusions

To discover and order some of the insights about peace that you may have gained in this unit, do the following:

1. Look back at Part I. Do you find that you react differently than before to the drawings and answers to "peace is....."? How do you think your own idea of "peace" has changed?

2. Discuss **one** of the following peace "myths" and comments:

- *"To have peace, human nature must be changed".* Comments: Human nature has changed little over the centuries, but people **have** worked out ways to live together, regardless of whether they liked one another or not.
- *"To have peace there must be a world government with laws and military enforcement power".* Comments: A community can function harmoniously when there are agreed standards which members live up to, equal rights and an impartial body to which members can appeal when wronged.
- *"The United Nations will bring peace".* Comments: The UN is not a magic institution which can deliver instant and eternal peace. Peace is not static; it is a process which depends on the behaviour and commitment of all the members of a community ("We have met the enemy and he is us.").

OTHER IDEAS

You may wish to relate the peace process to your students' experiences. You could ask them to visualize concretely what war is actually like and how it would change their lives. Or they might talk to someone in the community who had experienced war. They might also investigate how conflicts are resolved in their families and neighborhoods. This would include: ways to insure that people are treated fairly, deterrents to violence and the role of an impartial arbitrator.

The class might study actual examples of the UN's peacekeeping activities in Cyprus, Lebanon or other parts of the Mid-East. In these students could also study the role of the Security Council and the Secretary-General and the increasing co-operation between the two. They could then be asked to imagine in a detailed way how one of these conflicts would have been dealt with before 1945 and what the outcome would probably have been. Note that in peacekeeping where the UN has mediated successfully or kept the war from spreading, there are aspects which have not worked out well and these should be discussed honestly.

Besides disarmament, there are agreements in other areas which would help students to understand the negotiating process. The Law of the Sea, for example, shows clearly the conflict between individual self-interest and the welfare of

BEST COPY AVAILABLE

the community, which must be dealt with in developing agreement.

Students might also discuss related themes such as

- collective security: "When spider webs unite, they can bind a lion" (Ethiopian proverb)
- the relation between justice and peace (this might be shown through quotes from different world leaders: i.e. "True peace is not merely the absence of tension but it is the presence of justice and brotherhood." Martin Luther King, Jr.)
- the moral power of the UN (see II-C and IV-B)

Students may wish to contribute in some way to these vital issues. Public opinion has helped stop A-bomb tests and some wars. A focus for public opinion activities is **Disarmament Week** - beginning each year on 24 October (United Nations Day). Students participate in arranging public rallies, seminars, conferences, film showings, and exhibits.

COMMENTS

Times of Crisis

Recently the country of a member of the UNESCO Secretariat was invaded. His two young sons, appalled, said to him, "We thought you were working for peace. How can this have happened? " This question can arise in class also. When violence flares, when **apartheid** flourishes or hunger and poverty grow, students may feel that their education about the UN has been misleading. Their reaction can be: "You see; the UN can do nothing."

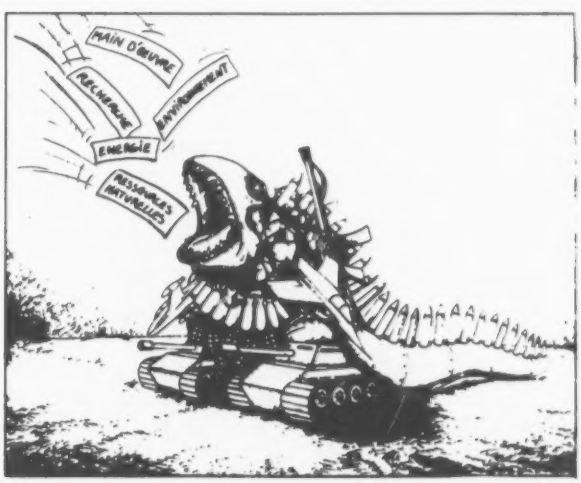
These moments, however, need not be negative. As in their personal lives, students can learn to deal with, and gain understanding and strength from, times of crisis.

If students have had a realistic and balanced education about the United Nations, this helps. Also, hopefully, they may have learned to take a long view of human history. They will know that crises are frequent in periods of rapid change. If they have studied the gradual evolution of the world community, they will understand that progress is not uniform. There are discouraging times to live through when nations behave as they did before there was a UN.

You can use these times to help students to appreciate how much remains to be done in evolving a just and peaceful world. They should even realize that failure is possible. The earth's population may be growing too fast; there may not be enough time to make the changes needed in the world system. They should also understand that much depends on the effort and commitment of the members of the UN.

Sometimes in crises nations and people co-operate and agree in ways that they have avoided before. They may feel more deeply the need for a close community. Crises can thus become a time for re-dedication to the ideals of the UN.

"Peace demands the united efforts of us all. We must become bigger than we have ever been, more courageous, greater in spirit, a new race, owing ultimate allegiance not to nations but to our fellow men within the human community." A Chief of State addressing the UN General Assembly



"La course aux armements" ("The Arms Race")by Philippe Guesdon (France)
Interclub UNESCO

WHAT CAN MY COUNTRY DO?

Areas of study: National and world history, contemporary affairs, other cultures, the arts, social studies, civics
Themes: National sovereignty and participation in a world community
Related UN functions: encouraging each member to develop in its own way (UNESCO and other UN organs)
Unit objectives:
- to recognize that each nation has its own identity and contributes to the UN in its own special way
- to understand that people and countries can develop through participating in common tasks
- to be aware that in a community the well-being of each depends on the well-being of all and vice versa

Unit components: to help students to
- introductory exercise: "Who am I? "
- project on cultural identity in another country and in one's own nation
- research on the participation of one's country in the United Nations
- debate on freedom and responsibilities

Time suggested: 3 or more class periods
Tools: **The United Nations: Image and Reality, United Nations Today (Suggestions for Speakers),** Report of the Secretary-General on the Work of the Organization,1982 (Appendix G)

SUGGESTED PROCEDURES

To the teacher: *In some school curricula the subject of the United Nations is only taken up towards the end of a national history course. Such an approach tends to give students an ethnocentric view of the UN. This can be modified, however, if you focus on the diverse interests and capabilities of Member States and how these affect what the UN is able to accomplish.*

The first two parts of this unit review what students may have learned already in their national history course; you may prefer to omit them and proceed directly to the last two parts devoted to UN membership.

To students:

Part I. Introductory exercise: "Who am I? "•

Write a short paragraph relating to each of the following (note: your answer to a. does not have to be shown to anyone):

a. I am.....(your name and qualities as a person)

b. I am a .....(your nationality and what you think are the particular characteristics of your nation's people)

c. I am a human being....(the qualities that you have in common with all people)

Within the class compare and discuss the answers given to b. and c. Is there agreement on national characteristics? human qualities? How do your class's answers to b. compare with these written by a 13 year-old student in Hungary?

"Hungarians work for Hungary. Everybody has a task, which is not the same at different ages. A child learns that he can do greater tasks later. If he is 18 years old, he becomes a soldier and defends his home with arms. As a grown-up he works a as an unskilled worker or as a driver or as a teacher. We can work for our homeland not only in Hungary, but abroad as a diplomat. To be a Hungarian means to live for Hungary."•

Part II. National identity

Choose and carry out a project which will help you and others in your community to appreciate your nation's cultural heritage.

A sample project •

Following is the description of a project undertaken in Mauritius; it may give you some ideas for your own project.

Mauritius is a country with several very distinct races and cultures; it was colonized but became independent in 1968. Like many other nations, it hopes for "unity in diversity"; in other words, it would like the different races and cultures to keep their pride in their own identities but at the same time sense that they are part of one nation.

In this project undertaken by a teacher-training institution, students study "the different races in Mauritius, their geographical origins, and their reasons for coming to the island". Each culture is then researched separately under such headings as population, religion, special occupations and customs; students follow the contributions of each group to the history and traditions of Mauritius. "The second step is

• The quotations are from project reports in the UNESCO Associated Schools Circular No.25 **International Understanding at School.**

to see Mauritius as it is today, the 'melting pot society' and to raise the question whether it is possible to create out of this polyglot, multi-racial and multi-religious island, a Mauritian people, culture and nationality....with a greater respect for each man, his faith, his traditions and his society? "

To answer this question students explore many aspects of life in Mauritius today: "the breaking-down of barriers (caste system, intermarriage, schools); the common language (creole); the keeping of separate identities (communal sport, clubs, etc.); the effect of modern Western culture on youth; the fact that religion is losing its hold on people; the rise of towns and common mixing of races".

The students' report concludes: "On the international level, Mauritius is a test tube in which an experiment in co-existence is taking place. Its success or failure has a tremendous meaning for the world in that it will be the tangible proof of man's compatibility or non-compatibility with men of other religions, colours or countries."

B. Different Approaches

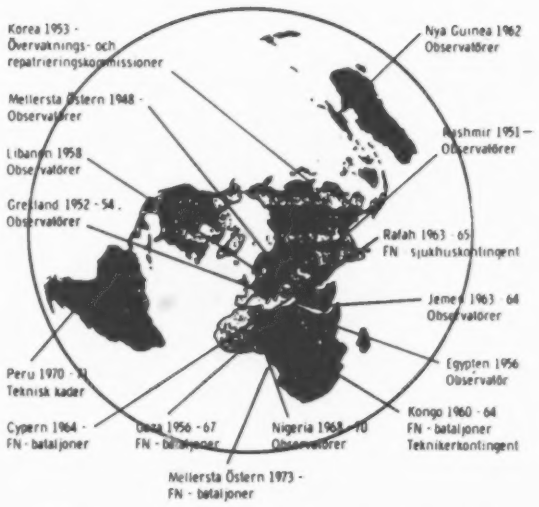
You might recreate a festival as it was celebrated in the time of your grandparents. You could find out the purpose of the festival and the importance it was given. You will also need to know the ways it was celebrated, the behaviour expected and whether everyone participated or whether some were spectators.

For other ideas on ways to appreciate your cultural heritage, you may look at the UNESCO Club projects, described in Unit IV-G.

C. Discussion questions following the project:
Do groups today feel less close identity than in your grandparents' time? If so, why? Is this due to colonization? industrialization? other reasons (specify)? Should people who migrate to another country try to preserve their own cultures or should they try to adopt the host country's culture? what should their children do?
Is it necessary to feel superior in order to be proud of your country? In what ways does your country's culture contribute to the world's cultural heritage?
Why does an international organization like UNESCO support restoration of national monuments, arts festivals, recording of oral histories and other programmes to conserve cultural heritages?

> *"You understand the importance and compulsory nature of treaties. The United Nations Charter is much more than a treaty; from a juridical point of view, it is the highest international instrument. For the 157 countries which have signed the Charter, it should be as important as if it were their own Constitution; they have really committed themselves to implement the resolutions adopted." **
>
> *UN Secretary-General Javier Perez de Cuellar*

* Excerpts from news conference. Press release SG/SM/3382



Swedish contingents in UN Service, from leaflet published by the Swedish government.

Part III. What does it mean to be a member of the United Nations?

A. Contributions and benefits

Is it in your nation's interest to belong to the United Nations? What does it derive from membership? What does it contribute?

Using the materials suggested at the beginning of this unit and, if you wish, others obtained from your nearest UN Information Centre or your government, list the contributions your country makes to the United Nations and the benefits it receives. This list should include more than financial items, such as some of those suggested below:

Some Contributions by a Member State

Carrying out the responsibilities envisaged in the UN Charter; compliance with UN conventions and resolutions

Show of international solidarity and participation in dealing with world problems

Leadership and international accommodation, negotiating skills, proposing and sponsoring resolutions

Assessed contributions* to regular budgets of UN and related agencies

Voluntary contributions* to
- UN peace forces (funds, troops, logistical support)
- World Bank and other banks in the UN system
- development assistance in the UN system (funds, experts, fellowships)
- humanitarian assistance (funds, personnel, food, materials)

Share in the expenses of UN programmes within your country

*For background, see pp. 182-3.

Some Benefits to a Member State

Benefits of membership
- moral recognition of political independence and sovereignty by the international community
- opportunity to participate in international affairs on an equal basis with other countries
- voice in UN policies
- diplomatic contacts

Benefits from UN programmes
- cultural and scientific information
- development asistance(technical co-operation projects, experts, fellowships, training programmes, study tours, grants,and loans)

Humanitarian assistance in emergencies (see II-E)
International action on common concerns (food, population, environment, etc.)
Peace-keeping operations
Standardization (i.e. road, air, maritime traffic)
Benefits resulting from an improvement in the political, social, economic or physical world situation
Money spent within the country by UN agencies (for headquarters, meetings, programmes, materials, personnel, banking)

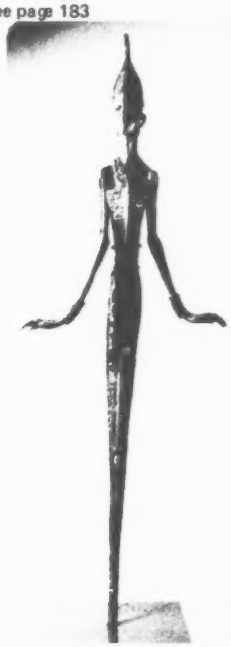
Of course, these lists merely indicate some of the possible contributions and benefits you may want to consider. They also relate only to benefits to single countries; there are many other ways the UN helps humanity as a whole.

Exercises:

I. Monetary Contributions.

Using the figures for the 1983* assessments and the figure for the total population of your country, estimate what you personally contribute to the UN regular budget (**per capita** contribution). Then find out what percentage of your annual income this represents. Compare these figures with those in the 1978 lists.

*See page 183



A contribution to UN Headquarters : bronze sculpture "Anyanwu" or "Sun" by Nigerian artist Ben Enwonwu.

2. Non-monetary Contributions

However necessary, money is only one of the contributions Member States can make to the UN system. In Part I, you have found that each country has a particular identity with culture and skills which can further the development of the world community. Discuss the special ways your country can contribute.

B. The UN's Value to its Members

From the lists you have made you can gain some idea of the value the United Nations may have for your country. You may find that your country's particular priorities affect how your government views the UN.

The following statements by government leaders and delegates to the United Nations show how different countries have viewed the UN:

"...this disorganization of nations"
"There's nothing wrong with the UN but its members."
"The great powers cannot understand what the UN means to other nations; this is their summit conference."
"The UN is not a formula for keeping the status quo; it is a means for change."
"On our little island, the United Nations is still regarded, in spite of its imperfections, as the great hope of small nations and people of goodwill everywhere."

Write a phrase expressing how you think your own country views the UN.

If your country were not a member of the UN, what difference would it make to your nation? to the world community?

Background:

Monetary Contributions and Their Meaning

All the States which belong to one or more organizations in the United Nations share in their expenses.

Assessed contributions. Member States are obliged by the Charter to contribute towards the regular budget of the UN, usually in accordance with a scale approved by the General Assembly. Each country is assigned a percentage of the budget. The primary factor taken into account is a country's ability to pay as measured by estimates of its national income. Assessment rates for most specialized agencies follow the UN scale.

Voluntary contributions. Over half the money available for UN system expenses comes from contributions given voluntarily. Some States give much larger contributions than the amounts they are assessed. Most countries give and receive. For example in 1978 150 nations benefited from contributions given by 154 Member States.

The significance of each country's and each individual's contribution. To appreciate the meaning of the monetary contributions to the UN you may find helpful the adjacent lists of the "Top Twenty Contributors to the United Nations System in 1978" (the latest complete figures available. The first list combines the assessed and voluntary contributions to all agencies and programmes and ranks countries according to this total contribution. The second ranks countries according to their **per capita** contribution, showing how much each person in a country pays for the UN system's work. The third list is based on the proportion of a country's contribution in relation to its gross national product (GNP).

These lists help to reflect the real value of a country's and an individual's contribution to the UN system as a whole. You may find that people in countries where the average per capita income is under $350 actually contribute to the UN a larger percentage of that income than people whose incomes are above $10,000 a year.

More background:

1983 REGULAR BUDGET ASSESSMENTS

Per cent of budget	Net assessment (US dollars)	Member States
25.00	171,328,773	United States
10.54	62,011,858	Soviet Union
10.32	60,717,492	Japan
8.54	50,245,432	Federal Republic of Germany
6.51	38,301,442	France
4.67	27,475,843	United Kingdom
3.74	22,004,208	Italy
3.08	18,121,113	Canada
1.93	11,355,114	Spain
1.78	10,472,592	Netherlands
1.57	9,237,061	Australia
1.39	8,178,035	Brazil, German Democratic Republic
1.32	7,766,192	Sweden, Ukrainian SSR
1.28	7,530,853	Belgium
0.88	5,177,461	China, Mexico
0.86	5,059,792	Saudi Arabia
0.76	4,471,444	Czechoslovakia
0.75	4,412,610	Austria, Denmark
0.72	4,236,105	Poland
0.71	4,177,271	Argentina
0.58	3,412,418	Iran
0.55	3,235,914	Venezuela
0.51	3,000,575	Norway
0.48	2,824,070	Finland
0.46	2,706,401	Yugoslavia
0.41	2,412,227	South Africa
0.40	2,353,392	Greece
0.36	2,118,053	Byelorussian SSR, India
0.32	1,889,409	Turkey
0.26	1,529,705	Libya, New Zealand
0.25	1,470,870	Kuwait
0.23	1,353,201	Hungary, Israel
0.19	1,117,862	Nigeria, Romania
0.18	1,059,027	Bulgaria, Ireland, Portugal
0.16	941,358	United Arab Emirates
0.13	764,853	Algeria, Indonesia
0.12	706,019	Iraq
0.11	647,183	Colombia
0.09	529,514	
0.09	529,514	Cuba, Malaysia, Philippines, Singapore
0.08	470,680	Thailand
0.07	411,843	Chile, Egypt, Peru
0.06	353,010	Luxembourg, Pakistan
0.05	294,544	Morocco
0.04	235,341	Uruguay
0.03	176,504	Bangladesh, Dominican Republic, Iceland, Ivory Coast, Qatar, Syria, Trinidad and Tobago, Tunisia
0.02	117,670	Costa Rica, Ecuador, Gabon, Ghana, Guatemala, Jamaica, Lebanon, Panama, Viet Nam, Zimbabwe
0.01	58,834	Afghanistan, Albania, Angola, Antigua and Barbuda, Bahamas, Bahrain, Barbados, Belize, Benin, Bhutan, Bolivia, Botswana, Burma, Burundi, Cape Verde, Central African Republic, Chad, Comoros, Congo, Cyprus, Democratic Kampuchea, Democratic Yemen, Djibouti, Dominica, El Salvador, Equatorial Guinea, Ethiopia, Fiji, Gambia, Grenada, Guinea, Guinea-Bissau, Guyana, Haiti, Honduras, Jordan, Kenya, Lao People's Democratic Republic, Lesotho, Liberia, Madagascar, Malawi, Maldives, Mali, Malta, Mauritania, Mauritius, Mongolia, Mozambique, Nepal, Nicaragua, Niger, Oman, Papua New Guinea, Paraguay, Rwanda, Saint Lucia, Saint Vincent and Grenadines, Samoa, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Solomon Islands, Somalia, Sri Lanka, Sudan, Suriname, Swaziland, Togo, Uganda, United Republic of Cameroon, United Republic of Tanzania, Upper Volta, Vanuatu, Yemen, Zaire, Zambia.

TOP TWENTY CONTRIBUTORS TO THE UNITED NATIONS SYSTEM 1978

Total Contribution to the UN[1] (In U.S. Dollars)		Per Capita Contribution[2] (In U.S. Dollars)		Contributions by %GNP[3]	
United States	$590,900,000	Qatar	$ 33.50	Maldives	.720
Federal Republic of Germany	227,300,000	Norway	27.27	Cape Verde	.625
Sweden	204,200,000	Sweden	23.40	Sao Tome and Principe	.408
Netherlands	198,800,000	Denmark	19.65	Liberia	.383
Japan	198,000,000	Netherlands	14.30	Norway	.286
United Kingdom	158,500,000	Kuwait	9.50	Qatar	.263
Canada	136,200,000	Saudi Arabia	9.43	Sweden	.241
USSR	125,300,000	United Arab Emirates	9.38	Guinea	.233
Norway	111,800,000	Switzerland	7.00	Somalia	.230
Denmark	100,200,000	Belgium	6.85	Denmark	.198
France	98,100,000	Canada	5.80	Seychelles	.179
Saudi Arabia	77,300,000	Libya	4.93	Netherlands	.170
Belgium	67,100,000	Federal Republic of Germany	3.71	Samoa	.153
Italy	60,700,000	Finland	3.44	Gambia	.143
China	47,100,000	United Kingdom	2.84	Mali	.133
Switzerland	44,100,000	Australia	2.73	Saudi Arabia	.123
Australia	38,700,000	United States	2.66	Chad	.114
Venezuela	29,100,000	Luxembourg	2.50	Equatorial Guinea	.100
India	19,200,000	New Zealand	2.31	Democratic Yemen	.093
Spain	17,900,000	Venezuela	2.08	Lao People's Democratic Republic	.078

[1] All data includes cash payments received in 1978 for assessed and voluntary contributions to the United Nations system. (Official Records of the General Assembly, Supplement 11, Addendum (document A/34/11.))

[2] Based on mid-1975 population figures, where available (United Nations document ST/ESA/STAT/Series A/119.)

[3] GNP figures are estimates only due to differing methods of calculation, for example, in centrally planned economies.

Image and Reality
United Nations March 1981

BEST COPY AVAILABLE

Part IV. Conclusions about Freedom and Responsibility in a Community

In Parts I and II you have seen how peoples and countries develop their own identities; in Part III you have discovered how sovereign nations contribute to and benefit from the world community. Using your own ideas and experience and the insights gained in Parts I, II and III, hold a debate on one of the following topics or a topic of your own choosing (The purpose of the debate is not to have one side win, but rather to bring out different points of view towards the topic.):

- *National self-interest = the world's well-being*
- *Does belonging to a group help a member to develop?*
- *Does "sovereignty" mean that a government should be free within its borders to violate international standards of human rights?*
- *Is there a conflict between pride in one's country and commitment to the United Nations?*

In preparing your presentation, you may find it helpful to study the Secretary-General's Report on the Work of the Organization.*

Sana'a, Arab Republic of Yemen. **World Cultural Heritage**, Information Bulletin No.17,UNESCO

OTHER IDEAS

Students should not only appreciate their own cultural heritage but they should understand how other people value their cultures. For example, newly independent countries consider that national pride and identity are vital to their development. UNESCO has many interesting accounts of work which is being done to promote cultural awareness, particularly by school and youth groups. Your classes in music, art and literature could explore UNESCO's programmes which encourage translations of outstanding literature from different cultures, the preservation of monuments such as Borobudur and the Acropolis, recordings of music and oral histories and other cultural activities.

The themes of freedom and order can be extended in many ways. For example, students and parents may be facing changes in traditional values and ways of life brought about by industrialization. Young people may feel that society restricts them too much, whereas the older generation thinks that youth has too much freedom and too few responsibilities. Your class might role-play a situation involving these points of view. Other questions which might be dramatized: the balance between individual freedom and the need for joint action; the loss of freedom when there is too much or too little ordering in society.

Your students may wish to research your country's stands in the UN on 5 key issues, such as **apartheid** , the NIEO, the New World Information and Communications Order, disarmament, decolonization, human rights, etc. This could entail listing voting records on these issues and also reading the reasons given by your delegate to explain their stands.

* See Appendix G (Doc A/37/1)

COMMENTS

Education for Citizenship

"We are more and more reliant for a decent future on the seriousness and responsibility of the individual citizens of the world. It is in the end their sense of decency and justice, their tolerance and human kindness, their talent and their will to live in peace that is our best hope for a just and creative society. Education in its broadest sense is the key to such a society." *

In many countries these ideas are incorporated into civic education, beginning in the early grades. Students are taught to feel part of humanity; they recognize that their concerns are common human concerns and that what they do in their lives affects the kind of lives others can live.

In Switzerland students learn that "in spite of all the problems facing the world today they can do something to improve the situation by becoming better citizens and helping others to do so." Socially useful work in many Asian countries gives young people an opportunity to practice citizenship. In some industrialized countries students try to limit their consumption of the world's scarce resources. Volunteer community work in Cameroon is related to "living according to the ideals of the United Nations". Belonging to an international organization is not considered a limitation on sovereignty but rather a chance to be augmented and to grow through participation.

* Secretary-General U Thant, 1970.

BEST COPY AVAILABLE 188

WHAT CAN I DO?

Areas of study: Social studies, history, cultural studies, economics, contemporary affairs, civics, community service
Themes: Youth and development
Related UN function: concern for youth (UNESCO clubs, UN Volunteers)
Unit objectives: Students should
- discover what development means to youth in different parts of the world and its relation to their own lives
- become aware of the ways in which their community is developing and how they can help
- develop their own initiative and social responsibility
- perceive that development in local communities can contribute to international development and a more just world society

Unit components: Students will
- examine development needs, work being done and how youth can help locally and in different parts of the world
- plan and carry out a project
- evaluate the project and understandings gained

Time suggested: 4 class periods plus time needed to execute the project
Tools: **Basic Facts about the United Nations**; optional: FAO **Ideas and Action**, materials on UNESCO Clubs, youth affairs in the UN system, UN Volunteers, UN Development Programme, etc..)

SUGGESTED PROCEDURES

Note to the teacher: *This unit brings together all the themes and issues that have been introduced separately in this section (NIEO, justice, work, community responsibilities, honesty and realism) in a single project that the students plan and implement themselves. The rationale is that they will gain more by participating in the development process than they would by only studying about it...The international element is extremely important. It shows that most concerns are not purely local and that people in different places can learn from one another.*

To the students:

WHAT: This unit is concerned with three questions:
- *in what ways does your community need to develop?*
- *how can you help?*
- *what are youth in other parts of the world doing to help their communities develop?*

HOW: To explore these questions you will need to:
- take a critical look at your community
- choose and implement a local project in an area of development of special concern to people world-wide

As you take each step, find out how youth in other parts of the world see these matters and what they are doing about them. If you are fortunate enough to have international students in your area, you could ask them for this information. If there are none, you could do some research about youth in two or three countries on various continents. The information given in this unit about UNESCO Club projects may also help you.

Part I. Development Needs

A. Definition of "development"

You might begin by thinking what "development" means. One way to do this would be to use the following questionnaire. Save your answers so that you can look at them again during evaluation at the end of the project.

DEVELOPMENT PERCEPTIONS

1) What is development?

Write down a few words or phrases which occur to you when someone says the word "development".

2)What kinds of development are there?

material personal social cultural political

other (specify)

In what ways are you developing?

In what ways is your community developing?

In what ways is your country developing?

3) What helps people and countries to develop?

Individual characteristics

adaptability skill confidence intelligence industriousness vigor

perserverance

others (specify)

Situation:

climate natural resources financial resources structure of society

social and professional mobility opportunities for training or education for employment

other factors (specify)

4) Youth's role in development

How do young people in your area contribute to the development of

their communities?
their countries?
other countries?

Does this work make a difference?

Could young people do more?

Compare your ideas of development with those of youth in other parts of the world. If you have been able to find international students, you might ask them to fill in the questionnaire. Here, also, are some definitions of "development" given by people in Africa, Asia and Europe.

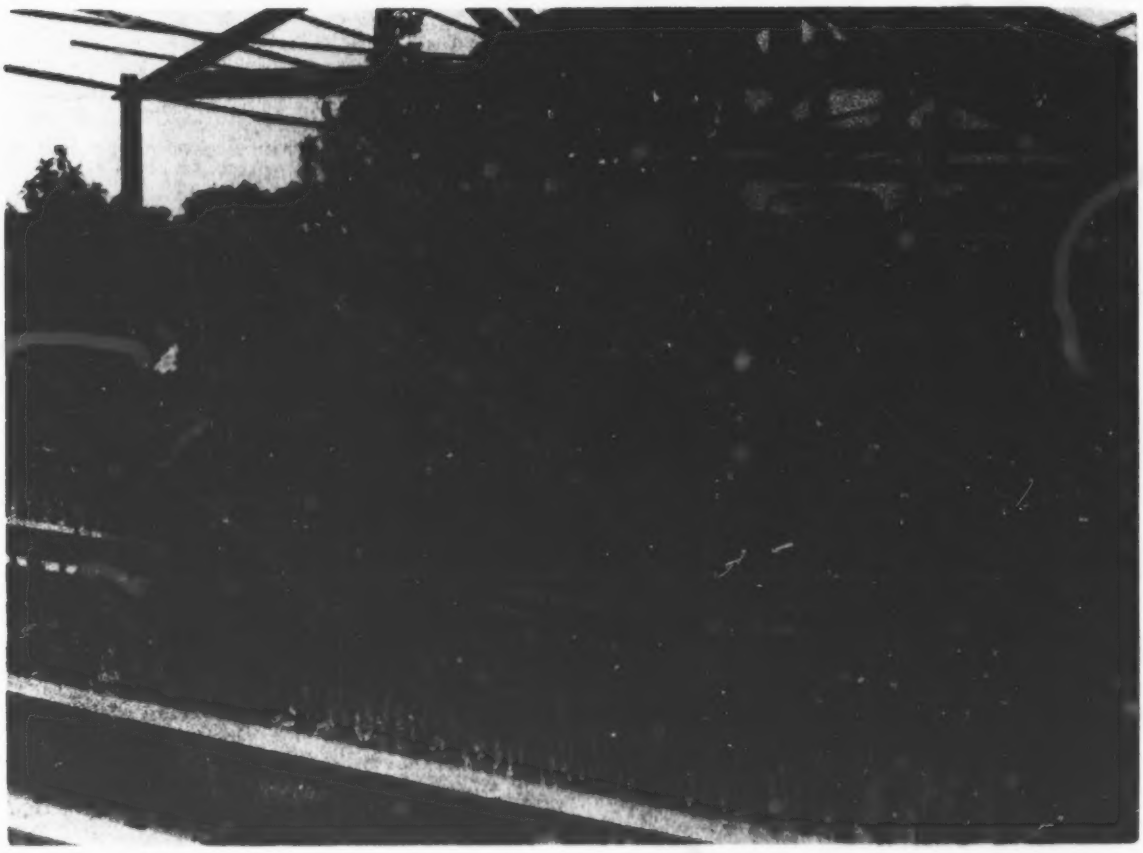
Development is
"...many things-life in liberty, justice, health, working in peace until one is old"
"...economic growth"
"...living the way people do in industrialized societies"
"...changing the political, economic and social system so no one is deprived or discriminated against"
"...when one is free, owns one's land, has know-how, has power"
"...deliverance, beautiful life, blessedness, the respect of others in the group"
"...improving conditions of life but living according to one's culture"
"...producing more and understanding more"*

How do your ideas of "development" differ from these? Do you seem to have different values and priorities? or similar ones?

B. Your community's development needs and what is being done to meet them

Your class can discuss together: *"How do you think our community might be improved?"* Then you might ask the same question of community people from different backgrounds (i.e. farmers, industrial workers, bankers or money lenders and shopkeepers). You could also talk with groups

* from **Development Forum, DESI, United Nations**



An agricultural project in Gabon. Unesco/Herchtritt

who do not yet participate fully in the life of the community; these might be women, the aged, out-of-school youth, the poor, certain classes, migrant workers, and others with disadvantages (i.e. language, lack of literacy or training, physical or mental disabilities). Then you could find out from community leaders and officials what is being done to meet these development needs and what ways young people can help.

If you have been able to contact international students, you could ask for their impression of the development needs in your community. They can also describe their own development priorities at home and what is being done about them. If you have no students to consult, you might imagine that you are a stranger visiting your community for the first time. As that person, what do you notice? what impression do you have of the community? of the ways that it needs to develop?

The following accounts of development projects* by young people in Unesco clubs in other countries may give you ideas how you might help your community:

Dacca secondary school, **Bangladesh**. This club joined with other international Federation of Unesco Clubs to hold a National Seminar on Population Explosion and the role of Youth. At the end of two days' discussions, the Seminar made recommendations to the government, asking that a Federation representative be included in a government co-ordinating committee on population policies and that practical steps be taken to reduce illiteracy. They recommended that they should voluntarily decide to defer their marriages till the age of 28 for boys and 20 for girls. They also recommended social security systems for old people, child welfare and recreational facilities. They thought that young people especially should take up motivational work in rural villages.

Oveng-Njakeu boarding secondary school, **Cameroon**. With the help of chain saws provided by the National Federation of Clubs, the Club is building a Cultural Centre. Club members are cutting the trees, clearing the ground, excavating, putting in the foundations and doing the rough-casting. It will have two bedrooms, a washroom, a sitting room and large meeting hall. The Centre will be a place for lectures, study, folk dances and cultural events. The Club will also collect oral traditions and have a garden for traditional herbal medicine, rice paddies and a new banana plantation.

Santiago Perez secondary school, Bogota, **Colombia**. "Clufit" (the club) has for many years been devoting tremendous energy to teaching reading and writing to people in shanty towns surrounding the city. A library is also being built up for the children of mothers who attend the literacy classes. In addition, together with the school's co-operative of teachers, they are establishing a day-care center.

* These accounts are based on Clubs' reports to UNESCO.

Many clubs chose literacy projects. Unesco Associated Schools Circular No. 25.

Florence secondary school, **Italy**. As part of International Year of the Child, the Club formed a study and action group on the theme of "education for the sick child". Questionnaires were distributed to the children themselves, to mothers, to doctors and hospital personnel. After studying the answers, the Club will recommend improvements and will serve themselves as teaching aides.

Kingston secondary school, **Jamaica**. The Club chose a science topic for this year: "Ash is No Trash". A jubilant team worked tirelessly and relentlessly for over a month to prove, through experiments, interviews and surveys, that ash can be used in four different ways: chemical, agricultural, household and medical. They tested it as a cleanser, fertilizer, insecticide, pesticide and as a remedy for upset stomach, acid burns, chicken pox, toothache, bad breath and mumps. During the Christmas term, the Club sponsored a "cleanton" of the school building and grounds. On Labor Day they carried out a project at the home for the aged.

Balara secondary school, **Philippines**. The Club conducted a survey which showed that children's diets tended to become less nutritious as they grew older. Nutrition education was needed not only for the children but especially for the mothers of the community who are responsible for the selection and preparation of food. The club prepared audio-visual aids and devices on nutrition and arranged for resource persons to attend a meeting of the mothers. "Pupil committees" in the elementary schools were trained to further carry out the project.

Ostrowiec Swietokrzyski Lyceum,**Poland**. The club has a centre for Unesco materials. The members research different topics, present reports to the Club and hold debates for the school. They exchange letters with clubs in other countries using different languages. In the community they do social service and projects to protect the environment. Their center has many materials in English, French, German and Russian; Club members translate these for teachers or students who wish to use them. They also tutor students having difficulties with their studies.

Unesco Club, Tunis, **Tunisia**. The Club's work this past year concentrated on "the intellectual development of the child". They studied children in the world and Tunisia. They held festivals for children, including drop-outs; one of the events was a play in which the audience participated. They gave special attention to encouraging children to read. Along with clubs in three other countries, they collected, wrote, illustrated and produced a collection of tales and legends of the Mediterranean.

Part II. Choosing, Planning and Undertaking a Project

By this time you have some general ideas of what you might do to help your community's development. Now you need to choose, plan and implement a specific project. To do this, you will want to consider questions such as these:

- *what do you really want to accomplish through your project? to learn something about development yourselves? to help better people's lives? to change the world? are these goals realistic?*
- *what are the community's resources for the kind of project you have in mind?*
- *do you want to join a programme already underway or do you want to undertake a project of your own?*
- *how can you involve people in the community so that your project will have the greatest effect?*
- *is it a project you can carry out in the amount of time and with the resources you have available?*

If international students have been involved in helping you with the earlier parts of this unit, perhaps they would be willing to join with you in this part of the project.

Part III. Evaluation

When you have completed the project, you need to evaluate what has been gained:

- *has the project contributed to improving the community by making existence a little less difficult for some people? by opening opportunities for people to better their lives? by combating discrimination or structures which cause injustice?*
- *what more needs to be done?*
- *which aspects worked best? which need to be changed?*
- *was it helpful to learn about youth and development in other parts of the world? do you think you are concerned about similar things? are your values and priorities the same or different? is youth in your community more or less active in community development than youth in other parts of the world? why?*
- *has the project changed your ideas (for this you might look again at the questionnaire in Part I and note how differently you might answer the questions now) ?*
- *what do you think you personally have gained from the experience?*

OTHER IDEAS

This unit is essentially open-ended. It can be tied in with other units in this booklet or with other appropriate study. There is a wide range of topics relating to development and to youth - population, health, education, technology, industrialization, urbanism, aging - all the aspects of life which today are changing and developing. Students can learn about UN Volunteers, FAO's Action for Development Programme, the UN University's research on special development areas, and youth affairs programmes within the UN and its related agencies. During International Youth Year (1985) there will be many useful materials about these topics.*

Students may be interested in joining the UNESCO Clubs' network in over 80 countries. Schools in many countries have also started United Nations Clubs with the assistance of UN Information Centres. Such clubs are especially meaningful since they enable students to be in contact with other youth and, through their club, to actually participate in the work of the UN family.

If any members of the class have an opportunity to travel, individually or with family or student groups, they can be used as resource persons for development projects.

Most of all, if the project has been effective, the students should be motivated to continue contributing to community development.

COMMENTS

Increasing the effectiveness of international experience abroad

This unit has tried to show how students may have an international experience without leaving home. This experience is deepened when students actually live and work abroad.

Fortunately, today there are increasing opportunities for students to travel. Many of these trips, however, are unable to provide deep insights into the countries visited. For example, a week's tour with a group of students from one's own country usually merely re-inforces ethnocentric ideas held at the start. Both money and educational opportunities have been wasted.

Yet, experience abroad can offer the greatest rewards in international education. "A young person whose mind is stretched in that way, excited and colored in that way with those marvelous colors of the world–who is able to understand things because he has had a direct encounter with them and not just learned them from books, who has touched the dew on the grass and smelt the flavor of a place – now.....such a young person is a much quicker student and picks up his formal education more easily..."*

How then can schools increase the educational effectiveness of international experience abroad? Perhaps the experience gained in a pilot programme in Tunisia may provide some useful ideas.

"The pilot project combined home-study and action with a multinational living/work experience in North Africa. The programme began in the home schools with orientation exercises, readings on the New International Economic Order and Tunisia, and an investigation of development in the local communities. During vacation students joined participants from other countries to work on a development project underway in Tunis and to visit Unesco clubs in other parts of Tunisia. On their return to their home schools, they undertook development-related projects based on insights gained in the first two phases.

* The materials on IYY may be obtained from: Centre for Social Development and Humanitarian Affairs, Vienna International Centre, P.O.Box 500, A-1400 Vienna, Austria.

The cover of "Contes du Nord Cameroon". Students in UNESCO clubs in Cameroon recorded folktales, translated them, and published the collection with their own illustrations.

"Evaluation showed that the pilot project's effectiveness was due to the multi-national elements, the experiential methods and the fact that the programme was integrated into the educational process. The international planners and participants agreed that the chance to live and work with people from different countries was one of the best aspects of the programme. They felt they gained a deeper understanding of development by being part of the development process and participating in the life of the host country. The fact that this was a school activity rather than personal travel benefited both the participants and their schools. Students were able to do preparatory and follow-up assignments as part of their course work; they received course credit for their report of the summer experience. Afterwards the schools were able to use those students as resource people.

"Most important of all, participants reported that the experience in Tunisia meant more to them than any previous study or travel. On their return, study had more meaning for them; development and human rights were no longer abstractions but had to do with real people in real places. The students' horizons had widened; they had new interests and greater curiosity. They also became more open to values and ways of life different from those of their home cultures. Participants from industrialized countries especially found that people from other places had greater spontaneity, warmth and ability to enjoy nature and community activities. Their perceptions of their own cultures also changed; they were more sensitive to discrimination and deprivation. Especially important were their feelings of personal growth. They felt differently about themselves, about their relations with other people and about what they hoped to do with their lives."*

A student summed up her experience living abroad like this: "The experience I went through was such a tremendous one that it is still extremely hard for me to define it or share it with others...Looking back over those few weeks I feel I have lived many years and that I've changed so much, unlike the people at home during that time...I've learned about people and the world surrounding me and much more...I feel very much a part of every country in the world--that I belong and feel at home everywhere."**

* **Interclub** No.1, 1974,UNESCO

UNESCO Associated Schools of the US newsletter **Interchange, No. 12.

A Unesco Club constructing a school

Unesco/Jose Lima de Carvalho Amaro.

Page		
	Appendices	
192	A.	Resources and Sources
195	B.	United Nations General Assembly Resolution 137 (II) of 17 November 1947, entitled "Teaching of the purposes and principles, the structure and activities of the United Nations in the schools of Member States.
195	C.	Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms adopted by the General Conference of UNESCO, Paris, 19 November 1974
203	D.	UN Fellowship Programme for Educators - description and Recommendations adopted in 1975-1981
225	E.	UNESCO Associated Schools Project - description
226	F.	Declaration on the Preparation of Societies for Life in Peace (Res. A/RES/33/73 adopted by the UN General Assembly 15 December 1978)
227	G.	Report of the Secretary-General on the Work of the Organization, Doc. A/37/1
231	H.	Chart, Map and Members of the UN System
235	I.	Some Commemorative Days, Years and Decades
236	**Index**	

Appendix A

RESOURCES AND SOURCES

As has been shown in this Collection, teachers do not need many materials in order to teach about world concerns and the United Nations. Schools should have a reference copy of **Basic Facts about the United Nations** or **UN Today (Suggestions for Speakers)**; both of these UN Department of Public Information booklets give current background information and can be procured from UN Information Centres or by writing to Public Inquiries Unit at the UN itself (see Sources below). Beyond these two publications, however, are many other UN resources which have been scarcely tapped by schools, possibly because few are aware of their potential.

UN resources have several unique features: they present world-wide information from a world viewpoint, they deal with new global developments which may not have been included in textbooks and they focus on the future.

Although most UN public information materials are not designed especially for classroom use, imaginative teachers can use them to supplement, enrich and up-date almost every subject in the curriculum. The readings and illustrations in this Collection were chosen to indicate some of the principle topics, types of resources and sources. Since all the agencies as well as the UN itself produce and distribute materials, however, teachers will find many more to fit their various needs.

Topics and Types of Resources

Materials designed for educators and students. At this time the UN Department of Public Information publishes an annual **UN Day Student Leaflet** which each year highlights a different aspect of UN work. UN Information Centres also receive for distribution the Recommendations of the annual Fellowship Programme for Educators (see Appendix E).

UNESCO has an extensive list of publications relating to different aspects of education, including education for international understanding, co-operation and peace. Among them are teaching guides, handbooks and sourcebooks such as Herbert Abraham's **World Problems in the Classroom**. The issues of **Prospects** and the UNESCO Associated Schools circular **International Understanding at School** contain both theory and accounts of promising projects.

UNICEF slide sets, colorful booklets and other teaching materials help give pupils a realistic image of children around the world (see audio-visual aids below).

Audio-visual aids. Thanks to the world-wide activities of the UN and its related agencies, their audio-visual materials are especially worthwhile. For the early grades there are slides of families, homes and schools in different world areas. For later grades posters, wall sheets, radio programmes and films can be related to almost any topic in the curriculum. Usually these films and other materials need to be introduced and explained since few are made specifically for schools.

Materials for commemorative years. During commemorative years the UN agencies develop especially interesting teaching aids. Posters, pamphlets, films, press kits, and special issues of periodicals are devoted to water, environment, children, human rights or whatever the year's theme may be (see Appendix I).

Sources

For schools in most areas the nearest UN Information Centre is probably the best source for materials. In addition to a limited supply of free and inexpensive pamphlets and posters, they have photo libraries and loan films and film strips. Many UNICs publish newsletters on recent UN happenings (TE-I) and pamphlets describing the work of the UN agencies in that country. Regional or national offices of UNDP and the specialized agencies also have such materials.

There are, of course, other local sources. Colleges, universities and institutes in many countries have depository libraries of UN documents. Embassies are also helpful. National Commissions for UNESCO, UN Associations and National Committees for UNICEF have many materials produced by the UN system and by their own organizations.

Those who prefer to procure materials directly from their sources should write to the public information sections at the appropriate organizations and addresses shown below:

Useful Materials

Some useful materials published by the United Nations Department of Public Information:

Basic Facts about the United Nations, Booklet, 1983
English, French, Spanish.

UN Today (Suggestions for Speakers), Booklet, revised annually. English, French, Spanish.

UN Chronicle, Periodical, published 11 times a year.
Arabic, English, French, Russian, Spanish.

Development Forum, Periodical, published 10 times a year.
English, French, Spanish.

Films of the UN Family, 1980-81.
16mm film catalogue. English, French.

U.N. Day Student Leaflet, Annual.
English, French, Spanish.
(some countries undertake reproduction in their languages)

Some useful materials published by UNESCO:

The Unesco Courier, Monthly periodical, published in 26 languages.

Unesco Features, Bulletin for the news media.
Arabic, English, French, Russian, Spanish.

World Problems in the Classroom, Educational studies and Documents, No. 41, 1981.
English, French, Spanish.

Unesco Handbook for the Teaching of Social Studies, 1981
UNESCO and Croom Helm, Ltd. London. English.

Prospects, Periodical, published 4 times a year.
English, French, Spanish.

Some suggestions on teaching about Human Rights, Booklet, 1978, English, French.

United Nations System Sources for Materials

The publications of many of the agencies listed below can be obtained from the UN Information Centres as well as directly from the agencies themselves.

United Nations Department of Public Information
(Public Inquiries Unit)
New York, New York 10017 U.S.A.
or from the nearest U.N. Information Centre
(see list below)

United Nations Educational, Scientific and Cultural Organization (UNESCO)
Place de Fontenoy
75700 Paris, France.

Food and Agriculture Organization of the United Nations (FAO)
Via delle Terme di Caracalla
00100 Rome, Italy

International Atomic Energy Agency (IAEA)
Vienna International Centre
P.O. Box 100
A-1400 Vienna, Austria

International Bank for Reconstruction and Development (IBRD)
1818 H Street, N.W.
Washington, D.C. 20433
United States of America

International Civil Aviation Organization (ICAO)
P.O. Box 400
Succursale: Place de l'Aviation Internationale
1000 Sherbrooke Street West
Montreal, Quebec H3A 2R2, Canada

International Labour Organisation (ILO)
4, route des Morillons
CH-1211 Geneva 22, Switzerland

International Maritime Organization (IMO)
101-104 Piccadilly
London W1V OAE, England

International Telecommunication Union (ITU)
Place des Nations
1211 Geneva 20, Switzerland

Office of the United Nations Disaster Relief Co-ordinator (UNDRO)
Palais des Nations
1211 Geneva 10, Switzerland

Office of the United Nations High Commissioner for Refugees (UNHCR)
Palais des Nations
1211 Geneva 10, Switzerland

United Nations Centre for Human Settlements (Habitat)
Kenyatta Conference Centre
P.O. Box 30030
Nairobi, Kenya

United Nations Children's Fund (UNICEF)
866 United Nations Plaza, 6th floor
New York, New York 10017
United States of America

United Nations Development Programme (UNDP)
One United Nations Plaza
New York, New York 10017
United States of America

United Nations Environment Programme (UNEP)
P.O. Box 30552
Nairobi, Kenya

United Nations Fund for Population Activities (UNFPA)
485 Lexington Avenue (20th floor)
New York, New York 10017
United States of America

United Nations Industrial Development Organization (UNIDO)
P.O. Box 300
A-1400 Vienna, Austria

United Nations Institute for Training and Research (UNITAR)
801 United Nations Plaza
New York, New York 10017
United States of America

United Nations Postal Administration
United Nations Headquarters
New York, New York 10017
United States of America

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)
Vienna International Centre
P.O. Box 700
A-1400 Vienna, Austria

Universal Postal Union (UPU)
Weltpoststrasse 4
Berne, Switzerland

World Food Programme (WFP)
(joint United Nations/FAO Programme)
Via delle Terme di Caracalla
Rome 00100, Italy

World Health Organization (WHO)
20, avenue Appia
1211 Geneva 27, Switzerland

World Intellectual Property Organization (WIPO)
34 Chemin des Colombettes
1211 Geneva 20, Switzerland

World Meteorological Organization (WMO)
41 avenue Giuseppe-Motta
Geneva, Switzerland

United Nations Centres and Services

ACCRA-United Nations Information Centre, Liberia and Maxwell Roads (Post Office Box 2339), Accra, Ghana. *Services to:* Ghana and Sierra Leone.

ADDIS ABABA-United Nations Information Service, Economic Commission for Africa, Africa Hall (Post Office Box 3001), Addis Ababa, Ethiopia. *Services to:* Ethiopia.

ALGIERS-United Nations Information Centre, 19 Avenue Chahid El-Waly, Mustapha Seyad, (Post Office Box 823), Algiers, Algeria. *Services to:* Algeria.

ANKARA-United Nations Information Office, 197 Ataturk Bulvari (P.K. 407), Ankara, Turkey. *Services to:* Turkey.

ANTANANARIVO-United Nations Information Centre, 22 Rue Rainitovo Antsahavola (Post Office Box 1348), Antananarivo, Madagascar. *Services to:* Madagascar.

ASUNCION-United Nations Information Centre, Edificio City, 3rd Floor, Calle Estrella y Chile (Post Office Box 1107), Asuncion, Paraguay. *Services to:* Paraguay.

ATHENS-United Nations Information Centre, 36 Amalia Avenue, Athens 119, Greece. *Services to:* Cyprus, Greece and Israel.

BAGHDAD-United Nations Information Centre, 167/1 Abu Nouwas Street (Post Office Box 2398 Alwiyah), Baghdad, Iraq. *Services to:* Iraq.

BANGKOK-United Nations Information Service, Economic and Social Commission for Asia and the Pacific, Sala Santitham, Bangkok, Thailand. *Services to:* Democratic Kampuchea, Hong Kong, Lao People's Democratic Republic, Malaysia, Singapore, Thailand, and Viet Nam.

BEIRUT-United Nations Information Service, Economic Commission for Western Asia, Apt. No. 1, Fakhoury Building, Montee Baim Militaire (post Office Box 4656), Beirut, Lebanon. *Services to:* Jordan, Kuwait, Lebanon and Syrian Arab Republic.

BELGRADE-United Nations Information Centre, Svetozara Markovica 58 (Post Office Box 157), Belgrade, Yugoslavia YU-11001. *Services to:* Albania and Yugoslavia.

BOGOTA-United Nations Information Centre, Calle 61 No. 13-23 (Post Office Box 6567), Bogota, Columbia. *Services to:* Colombia, Ecuador, Venezuela.

BRUSSELS-United Nations Information Centre and Liaison Office, 108 rue D'Arlon, 1040 Brussels, Belgium. *Services to:* Belgium, Luxembourg and Netherlands.

BUCHAREST-United Nations Information Centre, 16 rue Aurel Vlaicu, Bucharest, Romania. *Services to:* Romania.

BUENOS AIRES-United Nations Information Centre, Ugarteche 3069, 1425 Buenos Aires, Argentina. *Services to:* Argentina, Uruguay.

BUJUMBURA-United Nations Information Centre, Avenue de la Poste, 7 Place de l'Independance (Post Office Box 2160), Bujumbura, Burundi. *Services to:* Burundi.

CAIRO-United Nations Information Centre, 1 Osoris Street, Tagher Building, Garden City (Post Office Box 262), Cairo, Egypt. *Services to:* Egypt, Saudi Arabia and Yemen.

COLOMBO-United Nations Information Centre, 202-204 Bauddhaloka Mawatha (Post Office Box 1506), Colombo 7, Sri Lanka. *Services to:* Sri Lanka.

COPENHAGEN-United Nations Information Centre. 37 H.C. Andersen's Boulevard, DK 1553 Copenhagen V, Denmark. *Services to:* Denmark, Finland, Iceland, Norway and Sweden.

DAKAR-United Nations Information Centre, 9 Allees Robert Delmas (Post Office Box 154), Dakar, Senegal. *Services to:* Cape Verde, Gambia, Guinea, Guinea-Bissau, Ivory Coast, Mauritania and Senegal.

DAR ES SALAAM-United Nations Information Centre, Mataalamat Building (Post Office Box 9224), Dar es Salaam, United Republic of Tanzania. *Services to:* Uganda and United Republic of Tanzania.

DHAKA-United Nations Information Centre, House 12, Road 6, Dhamnondi Residential Area, Dhaka, Bangladesh. *Services to:* Bangladesh.

GENEVA-United Nations Information Service, United Nations Office at Geneva, Palais des Nations, 1211 Geneva 10, Switzerland. *Services to:* Bulgaria, Holy See, Hungary, Poland, Spain and Switzerland.

HARARE-United Nations Information Centre, Lanbarn House, Moffat Street/Union Avenue, Ground floor (Post Office Box 4408), Harare, Zimbabwe. *Services to:* Zimbabwe.

ISLAMABAD-United Nations Information Centre, House No. 26, 88th Street, Ramna-6/3 (Post Office Box 1107), Islamabad, Pakistan. *Services to:* Pakistan.

KABUL-United Nations Information Centre, Shah Mahmoud Ghazi Watt (Post Office Box 5), Kabul, Afghanistan. *Services to:* Afghanistan.

KATHMANDU-United Nations Information Centre, Lainchaur, Lazimpat (Post Office Box 107), Kathmandu, Nepal. *Services to:* Nepal.

KHARTOUM-United Nations Information Centre, Al Qasr Avenue, Street No. 15, Block 3, House No. 3 (Post Office Box 1992), Khartoum, the Sudan. *Services to:* Somalia and the Sudan.

KINSHASA-United Nations Information Centre, Building Deuxieme Republique, Boulevard du 30 Juin (Post Office Box 7248), Kinshasa, Zaire. *Services to:* Zaire.

LAGOS-United Nations Information Centre, 17 Kingsway Road, Ikoyi (Post Office Box 1068), Lagos, Nigeria. *Services to:* Nigeria.

LA PAZ-United Nations Information Centre, Edificio "Santa Isabel", Avenida Arce No. 2529 (Post Office Box 686), La Paz, Bolivia. *Services to:* Bolivia.

LIMA-United Nations Information Centre, Avenida Los Incas 580, San Isidro, Bosque El Olivar (Post Office Box 11199), Lima, Peru. *Services to:* Peru.

LISBON-United Nations Information Centre, Rua Latina Coelho No. 1, Edificio Aviz, Bloco A1-10 Ander, Lisbon 1, Portugal. *Services to:* Portugal.

LOME-United Nations Information Centre, Rue Albert Serraut, Coin Avenue de Gaulle (Post Office Box 911), Lome, Togo. *Services to:* Benin and Togo.

LONDON-United Nations Information Centre, 14/15 Stratford Place, London, WIN 9AF, England. *Services to:* Ireland and United Kingdom.

LUSAKA-United Nations Information Centre, c/o UNDP (Post Office Box 32906), Lusaka, Zambia. *Services to:* Botswana, Malawi, Namibia, Swaziland and Zambia.

MANAMA-United Nations Information Centre, King Faisal Road, Gufool (Post Office Box 26004), Manama, State of Bahrain. *Services to:* Bahrain, Qatar and United Arab Emirates.

MANILA-United Nations Information Centre, NEDA Building, Amorsolo Street, Legaspi Village, Makati (Post Office Box 2149), Metro Manila, Philippines. *Services to:* Philippines.

MASERU-United Nations Information Centre, Corner Hilton Road, opposite Sanlam Centre, Kingsway (Post Office Box 301), Maseru 100, Lesotho. *Services to:* Lesotho.

MEXICO CITY-United Nations Information Centre, Presidente Mazaryk No. 29, 7th Floor, Mexico 5, D.F. (Colonia Polanco). *Services to:* Cuba, Dominican Republic and Mexico.

MONROVIA-United Nations Information Centre, LBDI Building, Main Road, Congotown (Post Office Box 274), Monrovia, Liberia. *Services to:* Liberia.

MOSCOW-United Nations Information Centre, No. 4/16 Ulitsa, Lunacharskogo 1, Moscow 121002, USSR. *Services to:* Byelorussian SSR, Ukrainian SSR and USSR.

NAIROBI-United Nations Information Centre, Electricity House, 11th Floor, Harambee Avenue (Post Office Box 30218), Nairobi, Kenya. *Services to:* Kenya and Seychelles.

NEW DELHI-United Nations Information Centre, 55 Lodi Estate, New Delhi-110003, India. *Services to:* Bhutan and India.

OUAGADOUGOU-United Nations Information Centre, 218 Rue de la Gare (Post Office Box 136), Ouagadougou, Upper Volta. *Services to:* Chad, Mali, Niger and Upper Volta.

PARIS-United Nations Information Centre, 4 et 6 Avenue de Saxe, 75700 Paris, France. *Services to:* France.

PORT MORESBY-United Nations Information Centre, Towers Building (Ground Floor), Musgrave Street, Ela Beach (Post Office Box 472), Port Moresby, Papua New Guinea. *Services to:* Papua New Guinea and Solomon Islands.

PORT OF SPAIN-United Nations Information Centre,15 Keate Street (Post Office Box 130), Port of Spain, Trinidad. *Services to:* Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Netherlands Antilles, Saint Lucia, Saint Vincent and the Grenadines, Suriname and Trinidad and Tobago.

PRAGUE-United Nations Information Centre, Panska 5, 110 11 Prague 1, Czechoslovakia. *Services to:* Czechoslovakia and German Democratic Republic.

RABAT-United Nations Information Centre, Angle Charia Moulay Hassan et Zankat Assafi, "Casier ONU", Rabat-Chellah, Morocco. *Services to:* Morocco.

RANGOON-United Nations Information Centre, 28A Manawhari Road (Post Office Box 230), Rangoon, Burma.
Burma. *Services to:* Burma.

RIO DE JANEIRO-United Nations Information Centre, Rua Cruz Lima 19, apt. 201, Flamengo, 22230 Rio de Janeiro, Brazil. *Services to:* Brazil.

ROME-United Nations Information Centre, Palazzotto Venezia, Piazza San Marco 50, Rome, Italy. *Services to:* Itai
Italy and Malta.

SAN SALVADOR-United Nations Information Centre, 6a-10a Calle Poniente 1833 (Post Office Box 2157), San Salvador, El Salvador. *Services to:* Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama.

SANTIAGO-United Nations Information Service, Economic Commission for Latin America, Edificio Naciones Unidas, Avenida Dag Hammarskjold, Santiago, Chile. *Services to:* Chile.

SYDNEY-United Nations Information Centre, 44 Market Street (Post Office Box 4045), Sydney, N.S.W. 2001, Australia. *Services to:* Australia, Cook Islands, Fiji, Kiribati, Nauru, New Zealand, Samoa, Tonga, Tuvalu and Vanuatu.

TEHERAN-United Nations Information Centre, Ave. Gandhi, 3rd Avenue, No. 43 (Post Office Box 1865), Teheran, Iran. *Services to:* Iran.

TOKYO-United Nations Information Centre, Shin Aoyama Building Nishikan, 22nd floor, 1-1, Minami-Aoyama 1-chome, Minato-ku, Tokyo 107, Japan. *Services to:* Japan and Trust Territory of the Pacific Islands.

TRIPOLI-United Nations Information Centre, c/o UNDP, 67-71 Turkiya Street (Post Office Box 358), Tripoli, Libyan Arab Jamahiriya. *Services to:* Libyan Arab Jamahiriya.

TUNIS-United Nations Information Centre, 61 Boulevard Bab Benat (Post Office Box 863), Tunis, Tunisia. *Services to:* Tunisia.

VIENNA-United Nations Information Service, Larchenfelderstrasse 1 (Post Office Box 500), A-1400 Vienna, Austria. *Services to:* Austria and Federal Republic of Germany.

WASHINGTON-United Nations Information Centre, 2101 L Street, N.W., Washington, D.C. 20037. *Services to:* United States of America.

YAOUNDE-United Nations Information Centre, Immeuble Kamden, rue Joseph Clere (Post Office Box 836), Yaounde, United Republic of Cameroon. *Services to:* Central African Republic, Gabon and United Republic of Cameroon.

BEST COPY AVAILABLE

Appendix B

Teaching of the purposes and principles, the structure and activities of the United Nations in the schools of Member States A/RES/137 (II)

The General Assembly,

Considering that knowledge and understanding of the aims and activities of the United Nations are essential in promoting and assuring general interest and popular support of its work,

Recommends to all Member Governments that they take measures at the earliest possible date to encourage the teaching of the United Nations Charter and the purposes and principles, the structure, background and activities of the United Nations in the schools and institutes of higher learning of their countries, with particular emphasis on such instruction in elementary and secondary schools;

Invites the United Nations Educational, Scientific and Cultural Organization to assist Members of the United Nations, at their request, in the implementation of this programme, with the co-operation as required of the Secretary-General of the United Nations, and to report thereon to the Economic and Social Council;

Requests Member States to furnish the Secretary-General with information as to the measures which have been taken to implement this recommendation, such information to be presented in the form of a report to the Economic and Social Council by the Secretary-General in consultation with, and with the assistance of, UNESCO.

Hundred and seventeenth plenary meeting,
17 November 1947.

Appendix C

Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 17 October to 23 November 1974, at its eighteenth session,

Mindful of the responsibility incumbent on States to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of Unesco, the Universal Declaration of Human Rights and the Geneva Conventions for the Protection of Victims of War of 12 August 1949, in order to promote international understanding, co-operation and peace and respect for human rights and fundamental freedoms,

Reaffirming the responsibility which is incumbent on Unesco to encourage and support in Member States any activity designed to ensure the education of all for the advancement of justice, freedom, human rights and peace,

Noting nevertheless that the activity of Unesco and of its Member States sometimes has an impact only on a small minority of the steadily growing numbers of schoolchildren, students, young people and adults continuing their education, and educators, and that the curricula and methods of international education are not always attuned to the needs and aspirations of the participating young people and adults,

Noting moreover that in a number of cases there is still a wide disparity between proclaimed ideals, declared intentions and the actual situation,

Having decided, at its seventeenth session, that this education should be the subject of a recommendation to Member States,

Adopts this nineteenth day of November 1974, the present recommendation.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required in conformity with the constitutional practice of each State to give effect within their respective territories to the principles set forth in this recommendation.

The General Conference recommends that Member States bring this recommendation to the attention of the authorities, departments or bodies responsible for school education, higher education and out-of-school education, of the various organizations carrying out educational work among young people and adults such as student and youth movements, associations of pupils' parents, teachers' unions and other interested parties.

The General Conference recommends that Member States submit to it, by dates and in the form to be decided upon by the Conference, reports concerning the action taken by them in pursuance of this recommendation.

I. Significance of terms

1. For the purposes of this recommendation:

(a) The word 'education' implies the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes and knowledge. This process is not limited to any specific activities.

(b) The terms 'international understanding', 'co-operation' and 'peace' are to be considered as an indivisible whole based on the principle of friendly relations between peoples and States having different social and political systems and on the respect for human rights and fundamental freedoms. In the text of this recommendation, the different connotations of these terms are sometimes gathered together in a concise expression, 'international education'.

(c) 'Human rights' and 'fundamental freedoms' are those defined in the United Nations Charter, the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political Rights.

II. Scope

2. This recommendation applies to all stages and forms of education.

III. Guiding principles

3. Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of Unesco and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'

4. In order to enable every person to contribute actively to the fulfilment of the aims referred to in paragraph 3, and promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' life and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:

(a) an international dimension and a global perspective in education at all levels and in all its forms;

(b) understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;

(c) awareness of the increasing global interdependence between peoples and nations;

(d) abilities to communicate with others;

(e) awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;

(f) understanding of the necessity for international solidarity and co-operation;

(g) readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

5. Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level; to understand and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgements and decisions on a rational analysis of relevant facts and factors.

6. Education should stress the inadmissibility of recourse to war for purposes of expansion,

aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

IV. National policy, planning and administration

7. Each Member State should formulate and apply national policies aimed at increasing the efficacy of education in all its forms and strengthening its contribution to international understanding and co-operation, to the maintenance and development of a just peace, to the establishment of social justice, to respect for and application of human rights and fundamental freedoms, and to the eradication of the prejudices, misconceptions, inequalities and all forms of injustice which hinder the achievement of these aims.
8. Member States should in collaboration with the National Commissions take steps to ensure co-operation between ministries and departments and co-ordination of their efforts to plan and carry out concerted programmes of action in international education.
9. Member States should provide, consistent with their constitutional provisions, the financial, administrative, material and moral support necessary to implement this recommendation.

V. Particular aspects of learning, training and action

Ethical and civic aspects

10. Member States should take appropriate steps to strengthen and develop in the processes of learning and training, attitudes and behaviour based on recognition of the equality and necessary interdependence of nations and peoples.
11. Member States should take steps to ensure that the principles of the Universal Declaration of Human Rights and of the International Convention on the Elimination of All Forms of Racial Discrimination become an integral part of the developing personality of each child, adolescent, young person or adult by applying these principles in the daily conduct of education at each level and in all its forms, thus enabling each individual to contribute personally to the regeneration and extension of education in the direction indicated.
12. Member States should urge educators, in collaboration with pupils, parents, the organizations concerned and the community, to use methods which appeal to the creative imagination of children and adolescents and to their social activities and thereby to prepare them to exercise their rights and freedoms while recognizing and respecting the rights of others and to perform their social duties.
13. Member States should promote, at every stage of education, an active civic training which will enable every person to gain a knowledge of the method of operation and the work of public institutions, whether local, national or international, to become acquainted with the procedures for solving fundamental problems; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation should increasingly link education and action to solve problems at the local, national and international levels.
14. Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these contradictions, which are the real impediments to understanding, true international co-operation and the development of world peace.
15. Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practise exploitation and foment war.
16. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.

Cultural aspects

17. Member States should promote, at various stages and in various types of education, study of different cultures, their reciprocal influences, their perspectives and ways of life, in order to encourage mutual appreciation of the differences between them. Such study should, among other things, give due importance to the teaching of foreign languages, civilizations and cultural heritage as a means of promoting international and inter-cultural understanding.

Study of the major problems of mankind

18. Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being—inequality, injustice, international relations based on the use of force—and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:
    (a) equality of rights of peoples, and the right of peoples to self-determination;
    (b) the maintenance of peace; different types of war and their causes and effects; disarmament, the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;
    (c) action to ensure the exercise and observance of human rights, including those of refugees, racialism and its eradication; the fight against discrimination in its various forms;
    (d) economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;
    (e) the use, management and conservation of natural resources, pollution of the environment;
    (f) preservation of the cultural heritage of mankind;
    (g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.
19. Steps should be taken to develop the study of those sciences and disciplines which are directly related to the exercise of the increasingly varied duties and responsibilities involved in international relations.

Other aspects

20. Member States should encourage educational authorities and educators to give education planned in accordance with this recommendation an interdisciplinary, problem-oriented content adapted to the complexity of the issues involved in the application of human rights and in international co-operation, and in itself illustrating the ideas of reciprocal influence, mutual support and solidarity. Such programmes should be based on adequate research, experimentation and the identification of specific educational objectives.
21. Member States should endeavour to ensure that international educational activity is granted special attention and resources when it is carried out in situations involving particularly delicate or explosive social problems in relations, for example, where there are obvious inequalities in opportunities for access to education.

VI. Action in various sectors of education

22. Increased efforts should be made to develop and infuse an international and inter-cultural dimension at all stages and in all forms of education.
23. Member States should take advantage of the experience of the Associated Schools which carry out, with Unesco's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend

BEST COPY AVAILABLE

the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be undertaken as soon as possible. The experience of other educational institutions which have carried out successful programmes of international education should also be studied and disseminated.

24. As pre-school education develops, Member States should encourage in it activities which correspond to the purposes of the recommendation because fundamental attitudes, such as, for example, attitudes on race, are often formed in the pre-school years. In this respect, the attitude of parents should be deemed to be an essential factor for the education of children, and the adult education referred to in paragraph 30 should pay special attention to the preparation of parents for their role in pre-school education. The first school should be designed and organized as a social environment having its own character and value, in which various situations, including games, will enable children to become aware of their rights, to assert themselves freely while accepting their responsibilities, and to improve and extend through direct experience their sense of belonging to larger and larger communities—the family, the school, then the local, national and world communities.
25. Member States should urge the authorities concerned, as well as teachers and students, to re-examine periodically how post-secondary and university education should be improved so that it may contribute more fully to the attainment of the objectives of this recommendation.
26. Higher education should comprise civic training and learning activities for all students that will sharpen their knowledge of the major problems which they should help to solve, provide them with possibilities for direct and continuous action aimed at the solution of those problems, and improve their sense of international co-operation.
27. As post-secondary educational establishments, particularly universities, serve growing numbers of people, they should carry out programmes of international education as part of their broadened function in lifelong education and should in all teaching adopt a global approach. Using all means of communication available to them, they should provide opportunities, facilities for learning and activities adapted to people's real interests, problems and aspirations.
28. In order to develop the study and practice of international co-operation, post-secondary educational establishments should systematically take advantage of the forms of international action inherent in their role, such as visits from foreign professors and students and professional co-operation between professors and research teams in different countries. In particular, studies and experimental work should be carried out on the linguistic, social, emotional and cultural obstacles, tensions, attitudes and actions which affect both foreign students and host establishments.
29. Every stage of specialized vocational training should include training to enable students to understand their role and the role of their professions in developing their society, furthering international co-operation, maintaining and developing peace, and to assume their role actively as early as possible.
30. Whatever the aims and forms of out-of-school education, including adult education, they should be based on the following considerations:
    (a) as far as possible a global approach should be applied in all out-of-school education programmes, which should comprise the appropriate moral, civic, cultural, scientific and technical elements of international education;
    (b) all the parties concerned should combine efforts to adapt and use the mass media of communication, self-education, and inter-active learning, and such institutions as museums and public libraries to convey relevant knowledge to the individual, to foster in him or her favourable attitudes and a willingness to take positive action, and to spread knowledge and understanding of the educational campaigns and programmes planned in accordance with the objectives of this recommendation;
    (c) the parties concerned, whether public or private, should endeavour to take advantage of favourable situations and opportunities, such as the social and cultural activities of youth centres and clubs, cultural centres, community centres or trade unions, youth gatherings and festivals, sporting events, contacts with foreign visitors, students or immigrants and exchanges of persons in general.
31. Steps should be taken to assist the establishment and development of such organizations as

student and teacher associations for the United Nations, international relations clubs and Unesco Clubs, which should be associated with the preparation and implementation of co-ordinated programmes of international education.

32. Member States should endeavour to ensure that, at each stage of school and out-of-school education, activities directed towards the objectives of this recommendation be co-ordinated and form a coherent whole within the curricula for the different levels and types of education, learning and training. The principles of co-operation and association which are inherent in this recommendation should be applied in all educational activities.

VII. Teacher preparation

33. Member States should constantly improve the ways and means of preparing and certifying teachers and other educational personnel for their role in pursuing the objectives of this recommendation and should, to this end:
   (a) provide teachers with motivations for their subsequent work: commitment to the ethics of human rights and to the aim of changing society, so that human rights are applied in practice; a grasp of the fundamental unity of mankind; ability to instil appreciation of the riches which the diversity of cultures can bestow on every individual, group or nation;
   (b) provide basic interdisciplinary knowledge of world problems and the problems of international co-operation, through, among other means, work to solve these problems;
   (c) prepare teachers themselves to take an active part in devising programmes of international education and educational equipment and materials, taking into account the aspirations of pupils and working in close collaboration with them;
   (d) comprise experiments in the use of active methods of education and training in at least elementary techniques of evaluation, particularly those applicable to the social behaviour and attitudes of children, adolescents and adults;
   (e) develop aptitudes and skills such as a desire and ability to make educational innovations and to continue his or her training; experience in teamwork and in interdisciplinary studies; knowledge of group dynamics; and the ability to create favourable opportunities and take advantage of them;
   (f) include the study of experiments in international education, especially innovative experiments carried out in other countries, and provide those concerned, to the fullest possible extent, with opportunities for making direct contact with foreign teachers.
34. Member States should provide those concerned with direction, supervision or guidance—for instance, inspectors, educational advisers, principals of teacher-training colleges and organizers of educational activities for young people and adults—with training, information and advice enabling them to help teachers work towards the objectives of this recommendation, taking into account the aspirations of young people with regard to international problems and new educational methods that are likely to improve prospects for fulfilling these aspirations. For these purposes, seminars or refresher courses relating to international and inter-cultural education should be organized to bring together authorities and teachers; other seminars or courses might permit supervisory personnel and teachers to meet with other groups concerned such as parents, students, and teachers' associations. Since there must be a gradual but profound change in the role of education, the results of experiments for the remodelling of structures and hierarchical relations in educational establishments should be reflected in training, information and advice.
35. Member States should endeavour to ensure that any programme of further training for teachers in service or for personnel responsible for direction includes components of international education and opportunities to compare the results of their experiences in international education.
36. Member States should encourage and facilitate educational study and refresher courses abroad, particularly by awarding fellowships, and should encourage recognition of such courses as part of the regular process of initial training, appointment, refresher training and promotion of teachers.
37. Member States should organize or assist bilateral exchanges of teachers at all levels of education.

VIII. Educational equipment and materials

38. Member States should increase their efforts to facilitate the renewal, production, dissemination and exchange of equipment and materials for international education, giving special consideration to the fact that in many countries pupils and students receive most of their knowledge about international affairs through the mass media outside the school. To meet the needs expressed by those concerned with international education, efforts should be concentrated on overcoming the lack of teaching aids and on improving their quality. Action should be on the following lines:
    (a) appropriate and constructive use should be made of the entire range of equipment and aids available, from textbooks to television, and of the new educational technology;
    (b) there should be a component of special mass media education in teaching to help the pupils to select and analyse the information conveyed by mass media;
    (c) a global approach, comprising the introduction of international components, serving as a framework for presenting local and national aspects of different subjects and illustrating the scientific and cultural history of mankind, should be employed in textbooks and all other aids to learning, with due regard to the value of the visual arts and music as factors conducive to understanding between different cultures;
    (d) written and audio-visual materials of an interdisciplinary nature illustrating the major problems confronting mankind and showing in each case the need for international co-operation and its practical form should be prepared in the language or languages of instruction of the country with the aid of information supplied by the United Nations, Unesco and other Specialized Agencies;
    (e) documents and other materials illustrating the culture and the way of life of each country, the chief problems with which it is faced, and its participation in activities of world-wide concern should be prepared and communicated to other countries.
39. Member States should promote appropriate measures to ensure that educational aids, especially textbooks, are free from elements liable to give rise to misunderstanding, mistrust, racialist reactions, contempt or hatred with regard to other groups or peoples. Materials should provide a broad background of knowledge which will help learners to evaluate information and ideas disseminated through the mass media that seem to run counter to the aims of this recommendation.
40. According to its needs and possibilities, each Member State should establish or help to establish one or more documentation centres offering written and audio-visual material devised according to the objectives of this recommendation and adapted to the different forms and stages of education. These centres should be designed to foster the reform of international education, especially by developing and disseminating innovative ideas and materials, and should also organize and facilitate exchanges of information with other countries.

IX. Research and experimentation

41. Member States should stimulate and support research on the foundations, guiding principles, means of implementation and effects of international education and on innovations and experimental activities in this field, such as those taking place in the Associated Schools. This action calls for collaboration by universities, research bodies and centres, teacher-training institutions, adult education training centres and appropriate non-governmental organizations.
42. Member States should take appropriate steps to ensure that teachers and the various authorities concerned build international education on a sound psychological and sociological basis by applying the results of research carried out in each country on the formation and development of favourable or unfavourable attitudes and behaviour, on attitude change, on the interaction of personality development and education and on the positive or negative effects of educational activity. A substantial part of this research should be devoted to the aspirations of young people concerning international problems and relations.

BEST COPY AVAILABLE

X. International co-operation

43. Member States should consider international co-operation a responsibility in developing international education. In the implementation of this recommendation they should refrain from intervening in matters which are essentially within the domestic jurisdiction of any State in accordance with the United Nations Charter. By their own actions, they should demonstrate that implementing this recommendation is itself an exercise in international understanding and co-operation. They should, for example, organize, or help the appropriate authorities and non-governmental organizations to organize, an increasing number of international meetings and study sessions on international education; strengthen their programmes for the reception of foreign students, research workers, teachers and educators belonging to workers' associations and adult education associations; promote reciprocal visits by schoolchildren, and student and teacher exchanges; extend and intensify exchanges of information on cultures and ways of life; arrange for the translation or adaptation and dissemination of information and suggestions coming from other countries.
44. Member States should encourage the co-operation between their Associated Schools and those of other countries with the help of Unesco in order to promote mutual benefits by expanding their experiences in a wider international perspective.
45. Member States should encourage wider exchanges of textbooks, especially history and geography textbooks, and should, where appropriate, take measures, by concluding, if possible, bilateral and multilateral agreements, for the reciprocal study and revision of textbooks and other educational materials in order to ensure that they are accurate, balanced, up to date and unprejudiced and will enhance mutual knowledge and understanding between different peoples.

BEST COPY AVAILABLE

Appendix D

UNITED NATIONS FELLOWSHIP PROGRAMME FOR EDUCATORS - a description

The need to extend and improve teaching about the "purposes and principles, the structure and activities of the United Nations in the schools of Member States" has been expressed in numerous General Assembly and ECOSOC resolutions beginning in 1947. The recognition that such education is "essential to the fulfillment of the purposes of the UN Charter" was re-iterated in periodic joint reports to ECOSOC by the UN Secretary-General and the Director-General of UNESCO.

In response to these resolutions and reports, the United Nations Department of Public Information, in collaboration with UNESCO, undertook a broad-scale action of which the Fellowship Programme was an important part. This programme continues to provide educators with UN information and permits an interchange of ideas for improving teaching about the UN.

In the early years this programme brought together a group of 15-20 textbook authors (1965-68); then educational broadcasters (1968-74); and, since 1975, specialists and policy-makers responsible for curriculum development. Each programme was arranged on a language or geographical basis and enabled the participants to study at first hand the work of the United Nations family of organizations. From 1975-77 the seminar was held at United Nations Headquarters in New York. Since 1978 the seminars took place at UN regional Headquarters in Europe, Latin America, Asia and Africa. During the period 1975-81, 100 participants from 80 countries attended the seminars.

Since 1975 the programmes for curriculum specialists have comprised three phases. In the first stage participants familiarized themselves with the state of education about the UN in their countries and with the resources of the nearest UNIC or UNDP office. At the seminar the participants attended lectures by specialists on different UN concerns, worked in groups on pedagogical matters, prepared curriculum plans and drafted the following recommendations to educators, Member States and the UN system. In the last phase, on their return to their home countries participants implemented in various ways the plans made at the seminars.

Recommendations of the United Nations Fellowship Programme for Educators
Paris and Geneva, 10 July - 4 August 1978

EDUCATION FOR INTERNATIONAL PEACE, UNDERSTANDING AND CO-OPERATION

(Teaching experiment for use in elementary schools)

1. Educational aims

Modern elementary schools have a duty to educate the children of today with a view to their integration into the world of tomorrow This world, which can henceforth be conceived of only in planetary terms, will be largely what all men will want it to be; the establishment and maintenance of peace, in particular, require international understanding and co-operation, economic, social and cultural development, and respect for human rights.

This ultimate ideal is that of the United Nations.

That is why contemporary education must aim to train the child, from his earliest years, to imbue himself with this ideal and, from the beginning of his schooling, must make him gradually aware of the work of the United Nations and its specialized agencies.

2. General features of this educational action

2.1 The nature, organization and climate of the activities underlying this educational action, as well as all its teaching, will be marked by a spirit of understanding and co-operation among all men and nations. This spirit cannot be taught, however: it is acquired through a social and affective approach, in the way the child lives, in his relations with his world and, in particular, in the school environment, in the relationships between teacher and pupils and among pupils themselves, far more than it is transmitted by dogmatic, cognitive teaching methods.

2.2 The fundamental principle - that of peace by international understanding and co-operation - may also be approached by intentional teaching which will be integrated into ordinary class activities, in particular those relating to moral, social and civic education, and education in aesthetics and in those disciplines which introduce the child to the observation sciences (physical sciences, biology, etc.) and the human sciences (history, geography, etc.).

2.3 Thus, at primary school, occasional functional information on international realities will remain tied to and adapted to subjects being studied in various fields of activity. This information will be subject to a more systematic approach in post-primary education.

2.4 At this level of schooling, the over-all objectives of such educational action are to prepare children for human solidarity, make them aware of the main problems affecting the world, introduce them to the ideals of the United Nations and inform them about the activities of the international organizations.

3. Analysis of educational objectives

3.1 The educational objectives set out above in very general form must be analysed in greater detail by reference to two major areas of concern:

- one relating to ways of life, social behaviour, attitudes, sense of values;
- the other relating to cognitive learning

3.2 Objectives relating to ways of life, attitudes and sense of values
Basic attitudes and behaviour may be defined as follows:

3.2.1 Openness towards the world (things and beings): curiosity about the here and the elsewhere, the present, past and future.

3.2.2 Respect for others
- acceptance of others with their differences
  (i) understanding and tolerance
  (ii) rejection of racist and discriminatory behaviour (on grounds of colour, nationality, religion, sex)
- respect for others, for their dignity and rights
  (i) rejection of injustice, violence and physical or mental torture

3.2.3 Sense of solidarity and generosity

3.2.4 Sense of responsibility
- of the individual towards other individuals
- of the individual towards the group
- of the group towards individuals
- of the group towards other groups

3.3 Cognitive objectives

3.3.1 A child's thinking does not undergo the logical separation of ideas of the adult mind. The topics suggested below are therefore designed simply to guide teachers in their choice: we are well aware that the effectiveness of activities designed to introduce the child to such topics lies in their interaction and complementarity. These activities are aimed, in part, at the gathering of information and at the beginnings of a conceptual outlook. It should, however, be stressed that, at this stage of schooling, the principal objectives are attitudes and social behaviour.

3.3.2 In order to embrace the broadest possible range of human activities, the following areas should be covered:
- peace and security
- human rights
- development problems
- education, science and culture
- hygiene and health
- environment and ecology
- human communication

This list is not exhaustive. It provides a framework which can be adapted, supplemented or transformed according to the circumstances, taking into account national differences and requirements.

3.3.3 By the end of their elementary education, around 11 or 12 years, children should thus have received their first information about the existence, achievements and means of action of some of the international organizations within the United Nations system (UN, FAO, UNESCO, WHO, UPU, ITU, WMO, UNDRO) and some United Nations programmes (UNRWA, UNICEF, UNDP, UNEP).

Supplementary information, approached functionally in terms of problems of everyday life, will be provided through a more systematic approach during the next stage of schooling (end of primary or elementary education, intermediate education or first cycle of secondary education, according to the educational system concerned).

4. Procedures and methodology

4.1 General

4.1.1 The proposed methodology functions by reference to three types of approach:
- an intuitive social and affective approach
- a diffuse, cognitive approach by which the pupil absorbs knowledge
- a didactic, more systematic approach.

4.1.2 The order in which these approaches are listed reflects a progression based on the age of the pupils. These approaches are not, however, mutually exclusive: For instance:
- the pre-school period and the five-to-eight years age group are above all those of the intuitive social and affective approach, which may even, to some extent, make no explicit reference to the United Nations system and its activities. Should the occasion arise, however, one could at this level take advantage of the possibilities of giving pupils some inkling of the international dimension of certain realities, particularly where co-operation and solidarity are concerned;
- the following period (from eight-to-nine years to eleven-to-twelve years) lends itself to a twofold approach:
  - a more structured, conscious and considered social and affective approach;
  - a diffuse cognitive approach, exploring topics such as those suggested under 3.3.2 above;
  - from 12 to 13 years on, teaching may be more systematic and follow a programme and a progression. Such teaching must be accompanied by efforts to consolidate and enrich the ways of living, attitudes and behaviour which are the subject of the socio-affective approach.

4.1.3 To be implemented with any measure of success, such methodology requires:
- that school teachers be informed about and sensitive to questions relating to the United Nations;
- that teachers receive initial and ongoing training in the teaching methods used by the socio-affective approach;
- that background teaching material be available to teachers and pupils,

as recommended by the eighteenth session of the UNESCO General Conference, in chapters 7 and 8 of its report.

4.2 The social and affective intuitive approach

4.2.1 The main purpose of this approach is to develop, from the child's earliest years, the basic attitudes and behaviour which constitute the objectives set out in 3.2 above. These attitudes and behaviour are to be instilled by the practice of living morality, especially in the social dimension, first of all intuitively and then by encouraging increasingly explicit awareness. For instance:
- awareness of personal identity
- awareness of belonging to a group, then of the diversity of groups within which a sense of belonging arises (work or play group; class group; family group; broader social group such as the village; national community; supranational community: geographical, economic, cultural etc. aspects; finally, the universal community);
- progressive awareness of the network of relations implied by this belonging to different groups (to be a playmate, teammate, schoolmate, a member of the family group, etc.); to go beyond selfish reactions towards altruistic behaviour and feelings;
- acceptance of social constraints more as a convention necessary to the functioning of the group than as a rule to which one submits for fear of punishment or out of conformism.

4.2.2 The teaching approach required for this purpose centres on the practice of active methods

4.2.2.1 By the affective nature of the relations between teacher and pupils and among the pupils themselves, create within the class a climate and a way of life which, being based on group activities, team work and collective projects, contribute to this socio-affective approach in accordance with the ideals of the United Nations. For instance:

- collective activities or games in the areas of physical education, handiwork, painting, modeling, etc., singing, corporal expression, and also in exploration of the environment, introduction to mathematics, verbal expression, etc.;
- collective work on "projects", with what this entails in terms of agreement on the choice of project, distribution of tasks and responsibilities, and in terms of the life of the class as regards self-organization and co-operation. Such projects may be connected with the life of the class (arrangement and decoration of the classroom, of a patch of garden, etc.), school activities (carrying out a survey, working on or illustrating a text, putting together an album, etc.) or directed toward the outside world (participating in a local event, sending a parcel to pen friends, helping in a solidarity action, etc.).

4.2.2.2 Make use of situations thus generated by class life. For instances:

- the hazards of communication during a discussion or debate (understand others, make oneself understood, disagreements, dispelling a misunderstanding, etc.);
- reactions which have to restrained in order to enable others to express themselves to act, and in order, if necessary, to come to their assistance;
- respect for equipment used collectively for class activities, and for the work done by others;
- the emergence of conflicts among children or groups, and the search for solutions;
- individual situations connected with the presence of foreign or disabled children;

Such situations should be exploited first in terms of behaviour and attitudes actually experienced, and then by encouraging awareness and even the beginnings of an analytical approach.

4.2.2.3 Make use of any information or illustrations provided by the mass media and current events which, within the context of the ideals of the United Nations, make it possible to go beyond situations related to the child's immediate environment. For instance:

- discovery of other ways of life (geographical setting, habitat, family life, types of activity, etc.);
- growing awareness of international co-operation through examples to which the children concerned have access (hygiene, health, etc.);
- eye-witness accounts of an international solidarity operation (in the event of a flood, earthquake, etc.);

(Even if, by nature of the information on which it is based, this method picks up the cognitive approach dealt with further on, it nonetheless retains a socio-affective dimension because of the attitudes and behaviour which it may generate.)

4.2.3 As primary schooling advances, and particularly with children between nine and twelve years, the various types of activities just mentioned under the social and affective approach must be organized in a more authoritative and structured way and also complement the activities of the cognitive approach. For instance:

- in connexion with the actual life of the class: distribution of material tasks and responsibilities (state of the classroom, tidying up, etc.), hygiene and security measures, or the preparation and implementation of work plans (especially in connexion with the study of topics which are the subject of the cognitive approach), etc.:
- in connexion with out-of-school activities: organization and operation of clubs largely managed by the children themselves (for instance, the youth section of a UNESCO club), participation in practical aspects of local life (caring for crops, maintaining public places, helping the aged), etc.;
- in connexion with situations or activities which reflect United Nations activities more directly; creation of a team responsible for gathering and classifying information on the problem under consideration, organization or a debate on this problem, participation in an international solidarity action, etc.

4.3 Broad cognitive approach

4.3.1 This approach is characterized by the fact that the teacher helps the pupils to gather and utilize information which essentially answers their inquiry and is not introduced through a systematically programme curriculum.

These procedures will make it possible for students to discover certain institutional aspects of several international organizations, whereas a deliberate attempt to give instruction on these aspects might be premature and arouse little motivation at this level.

4.3.2 At the initial stage (up to about 8 to 9 years), this approach will take a sporadic and occasional form and will be limited to information accessible to pupils in response to impulses of curiosity aroused by life situations, through a socio-affective approach. For example:

- the consideration of documents (photographs in particular) or stories (narrated orally or read) gives rise to the discovery, with regard to various aspects of realities other than those which are familiar to them, exist and are experienced by other people, etc., and - in particular - having regard to affective correlative reverberations - by other children;
- the presence of immigrant children, with the contributions that they are able to make, can help to make more authentic this beginning of the - still very largely intuitive - discovery of other cultures;
- the emotion provoked in children by the announcement (often amplified by the mass media) of tragic events affecting people and children (natural catastrophes, famines, epidemics, or even acts of war) should present an opportunity for pointing out the fact that people organize themselves in order to reduce the risks of such calamities and help the victim (as, at the local level, assistance activities are organized in the event of fires). The purpose is to draw attention to the co-operation and solidarity effort without its being necessary -or, moreover, always possible with children of this age - to explain the methods, or, *a fortiori,* the mechanisms.

4.3.3 During the next period (starting from 9 to 10 years), one can become increasingly deliberate in introducing and exploiting information more specifically oriented towards the discovery of United Nations achievements. This is done:

- either by the exploration of themes such as those proposed in paragraph 3.3.2 above;
- or by the study of questions contained in the history, geography or science curricula;
- or by taking current events as a starting point;

In varying forms, adapted to the age of the children, to the inductive themes, to the socio-cultural context and to the realities of the educational system (as will be shown by the few instances proposed below), the pedagogic procedures involved in this type of cognitive approach present the following general characteristics:

4.3.3.1 At the level of objectives, they aim at promoting in pupils an attitude of openness (consisting of curiosity, sympathy, and a desire for understanding towards realities which, while recalling those of their habitual life environment, are different. This is helped by, *inter alia:*

- the drawing of comparisons (analogies and differences), with the help of documents, between the realities familiar to the children and those of other countries: landscape, climate, vegetation, types of economic activity, etc.;
- the discovery and recognition of the cultural identity of other peoples: historical references, life styles, examples of intellectual and artistic activity, etc.;
- the demonstration, in connexion with significant current events, of the interdependence of countries and of different regions of the world in certain matters (for example, communications, transport, scientific discoveries, pollution, etc.);
- the introduction (where feasible) to a foreign language which constitutes a tool for broader communication and opens the way to different modes of thinking.

4.3.3.2 At the level of implementation, the preferred procedures are active methods involving personal research or group work, namely:

- the collection of information through:
  - visits, surveys, correspondence or talks with witnesses or informed persons;
  - research - individual or collective - into documents (photographs, printed pictures, adapted texts, newspapers and periodicals, books, etc.)[1]
- exploiting this information through:
  - debates and discussions;
  - the writing of reports;
  - illustration of these reports;
  - organization of a class newspaper, exhibition, etc.

In this connexion the important role of inter-school correspondence, particularly at the international level, should be emphasized, because of the exchange of information which it makes possible (information to be collected and organized by the senders and to be utilized by the receivers) and because of the efforts towards mutual understanding which it involves.

4.3.4 Some examples of the utilization of the proposed themes

4.3.4.1 Water and food[2]

In a French-speaking African country where these two themes are included in the home economics curriculum of primary schools, the teacher may approach them as follows:

A. Socio-affective approach

With regard to the problems relating to these themes, the children will undergo a practical apprenticeship in solidarity and mutual help through the activities of the school co-operative:

---

1. The preparation of such documentary resources, which are more easily comprehensible and utilizable by children of primary school age than those currently available, should be the subject of action programmes on the part of the ministries of education of the different Member States, with the support of the various organs of the United Nations. This work could, moreover, constitute a not inconsiderable aspects of teacher-training activities.

2. Example taken from the project of Mr. Guy-Laurent Houeto (Benin).

- many of the children come from villages which have no wells or streams: what is to be done?

With the help of the teacher, the whole class will be prompted to study and put into effect solidarity measures to help these children.

The same principle will apply in the case of those children who travel several kilometres each day to come to school and who have almost no food at midday, while some of their other schoolfellows are better provided for.

- in the school garden or field, observation will enable the children to realize that in time of drought crops die for lack of water, just as they also die because of an excess of water during the rainy season.

Following this observation, the children will be prompted to organize rotating teams which will, as necessary, water the school garden or dig ditches to drain off the excess water.

B. Cognitive approach

(a) After identifying the various uses of water and the food needs of the village by investigation or observation, it is possible:
- to prepare the children for a scientific attitude towards bad weather conditions by ridding them of the idea that rainfall can be induced or prevented at will;
- to introduce the subject of weather forecasting, which is useful for the preparation of crops and also for saving human lives in the event of excessive rains (floods) or prolonged drought, as in the Sahel;
- to show that these forecasts are made not only at the national level but also at the international level, making it possible to establish a chain of solidarity (e.g., the Sahel; the monsoons in the Asian countries, etc.);
- to then briefly introduce the World Meteorological Organization (WMO) (history and activities)

(b) It is possible through the cognitive approach also:
- to demonstrate, still with regard to water and food, the need for water in order to increase production to ensure better nutrition;
- to introduce concepts of nutrition, malnutrition and under-nutrition: the meals served in school canteens will then present an opportunity for introducing the subject of the World Food Programme (WFP) and its efforts to provide pupils with balanced diets;
- to help pupils discover the United Nations Food and Agriculture Organization (FAO) and its activities aimed at increasing agricultural production, improving stock-raising and popularizing new methods of farming.

(c) The conclusion will bring out the fact that there are no isolated individuals or isolated nations but that mutual help and international solidarity make it possible to cope more successfully with problems which cannot be solved within the framework of one nation.

C. Another type of approach may be to break through the restrictive framework of existing curricula and deal with the subjects of water and food as foci of interest to occupy pupils for several weeks.

The procedure will then be a study of the environment with the work in an investigation network researching the following secondary themes:

(a) **Water, the friend of man**: the use of water for drinking, nutrition, crops and communications, which can lead to an interest in:
- the World Meteorological Organization (WMO)
- the International Telecommunications Union (ITU)
- the United Nations Food and Agriculture Organization (FAO) (techniques for irrigation and the improvement of vegetable and animal production);

(b) **Water, the enemy of man**: the social calamities engendered by polluted water (cholera, malaria, etc.) or catastrophes due to floods

At this point, the teacher can introduce the subject of the World Health Organization (WHO) and the joint efforts of Member States to combat disease and preserve the health of populations or the role of the Office of the United Nations Disaster Relief Co-ordinator (UNDRO) in the organization of assistance in cases of catastrophe.

4.3.4.2 Economic aspects of development problems[3]

Economic relations in a way form the canvas for relations between countries and daily influence our way of life. It is thus possible to adopt a pedagogic procedure which, starting from economic realities, imparts to pupils in developed countries an awareness of the problems of international relations and United Nations action in this field.

A. Suggested objectives of economics-oriented teaching about the United Nations

In the socio-affective field, this type of teaching should seek to develop attitudes of mutual assistance and co-operation in group activities and to get children into the habit of pooling certain tools, toys and goodies, sharing fairly and with respect for the rights of everyone. An attempt should be made to settle through dialogue any conflicts arising during the distribution process. In addition, every opportunity to encourage pupil solidarity with the under-privileged should be seized.

In the cognitive field, an attempt should be made to identify basic human needs in relation to economic aspects and to demonstrate mechanisms for commercial relations in the pupils' environment (home, neighbourhood, region, country), with special reference to production, sale, barter, exports and imports. From these observations pupils could reach conclusions regarding the importance of transport and communications while highlighting the interdependence among communities in this field.

At a later stage, starting with basic economic concepts, pupils could be shown the difficulties in international economic relations and the gaps between developed and developing countries (living standards, income, industrialization...). They could be shown how the United Nations addresses itself to these problems through its various agencies such as the United Nations Conference on Trade and Development (UNCTAD), the United Nations Development Programme (UNDP), the United Nations Industrial Development Organization (UNIDO), the General Agreement on Tariffs and Trade (GATT), the International Labour Organisation (ILO) or the Food and Agriculture Organization of the United Nations (FAO). Finally, they could be shown how, faced with the disastrous effects of the present economic order on the lives of millions of people, the Member States of the United Nations met to design a better balanced new economic order more soundly based on justice and individual rights (Declaration of 16 December 1975).

3. Example taken from the project of Mr. Raymond Daigle (Canada)

B. Course material for this type of teaching

The fundamental disciplines are particularly well-suited vehicles for this type of teaching. Through the study of geography, for example, one may identify the origin of products, locate the countries of origin of certain products, examine the main lines of international trade, study death and birth rates, annual *per capita* income, etc. History lessons could provide an opportunity to examine, for instance, how certain economic developments and the search for certain products influenced world history (the discovery of America, colonization in Africa and Asia).

Although they are a particularly interesting aid, the fundamental disciplines are not the only potential vehicles for teaching about the international economic system. Language training, for example, may lend itself to this type of teaching through an examination of foreign labels on goods or an examination of the influence of economics on language: names of products in the language of their country of origin, etc. Mathematics would also be involved in these activities - for obvious reasons.

C. Possible activities

In order to make these courses as interesting and profitable as possible, it is important to adopt all methods likely to capture the pupils' attention and motivate them to participate.

Visits to farms, industries, businesses, ports or airports are on-site experiences which can be very effective. Correspondence and exchanges with children from other countries may also greatly interest pupils and help to give them fuller information on economic matters. Some aspects of the activities of a school co-operative may increase motivation and create a better understanding of economic mechanisms which are sometimes abstract and harder to grasp.

4.3.4.3 Ruralization[4]

In Mali, ruralization is an attempt to relate school life more intimately to the nation's socio-economic life. Its over-all educational objective is the education of the future citizen, the future producer, the future socio-cultural leader. To this objective must be added the objectives to train children, develop their awareness and inform them of the ideals and activities of the United Nations, in a primarily intuitive manner and at a socio-affective level during the first stage of primary education, and at a more cognitive, though still general, level during the second stage.

The teaching methods for the attainment of these objectives are an integral part of the various activity areas in the official curriculum. For example:

(a) **Under livestock and agricultural activities**, on the basis of their observations, first-stage pupils establish a link between certain scientific concepts and practical applications (millet and cotton cultivation; soil protection; sanitation and health measures), and this helps to change their mental attitudes and their attitudes towards nature.

With second-stage pupils, these activities could easily usher in a general introduction to international co-operation concepts, through reference to examples, at the national level, of work by the Food and Agriculture Organization of the United Nations (FAO) (drought control, desertification, etc.), the United Nations Development Programme (UNDP) or the World Food Programme (WFP).

(b) **Handicraft, aesthetic and manual activities** afford an opportunity to have children appreciate the value of manual work by allowing them to perform such work in an interesting and enriching manner. Such activities also help them to discover and appreciate cultures other than their own, leading, through references to UNESCO activities, to an awareness of the mutual enrichment of civilizations and to respect for the cultural identity of other peoples.

(c) **The introduction to technology**, in addition to the insights it affords into the technical aspects of the various activities to which pupils are being introduced, may encourage children, when materials provided by the United Nations Children's Fund (UNICEF) are being used in the classroom or during missions by UNESCO consultants and experts to rural schools, to find out about these organizations and become aware of their role in international co-operation.

(d) With respect to **natural sciences and hygiene**, the active methods recommended (cultivating the school garden, small-scale animal production, weather observations, etc.) will, through team-work, develop a sense of group responsibility among pupils, thus preparing them for a better understanding of the ideals of the United Nations.

As to pupils in the second stage of primary education, several of the curriculum subjects (for example, health and the environment) may lead them to find out about certain United Nations organizations, such as the World Health Organization (WHO) or the United Nations Environment Programme (UNEP), and about their accomplishments.

(e) In the field of **home economics**, to prepare children for future family responsibilities (respect for family property and the property of others; sense of thrift and management; etc.) will also develop the qualities required of a future partner in international co-operation.

At the more cognitive level, especially with pupils in the second stage of primary education, this activity area affords an introduction to simple economic concepts; local examples (fluctuating prices of raw materials and equipment) give an initial insight into international economic disruption, while obviating the need to deal at this level with excessively complex and thorny notions.

Needless to say, one might adduce many other instances borrowed from other fields of instruction (study of languages and introduction to a foreign language, history, geography, science, mathematics, moral science and civics) of the ways in which the methods of an internationally oriented type of education may become an integral part of the school programme.

General Recommendations

1. United Nations

With a view to promoting a better understanding of the United Nations and its activities and to developing among the young a spirit of peace, co-operation and mutual understanding, it would be desirable for the United Nations:

1.1 **To further its efforts** to inform educators and develop their awareness. In this connexion, it would be useful to hold more international or regional seminars designed to make known the ideals and activities of the United Nations and its related organizations.

1.2 **To invite** United Nations Information Centres to promote better awareness of their activities among educators and co-operate more closely with the heads of teaching establishments, more especially with the heads of teachers' colleges.

4. Example taken from the project of Mr. Ely Simpara (Mali).

1.3 **To develop** suitable teaching aids, such as posters, kits, documents and films designed for use by teachers, which will be sent mainly to the education ministries and teachers' colleges of Member States.

1.4 **To consider establishing** (or, where appropriate, increasing the number of) small units carrying United Nations-related documents in universities and teachers' colleges.

1.5 **To encourage** inter-school correspondence, the exchange of experimental work in education on the United Nations as well as student and teacher exchanges between Member States.

1.6 **To organize** international competitions under the auspices of the United Nations Information Centres and with the co-operation of the regional Information Centres and the
regional Information Centres and the UNESCO National Commissions; such competitions would be designed to make better known the work of the United Nations and its related organizations.[5]

2. Member States

Similarly, the following recommendations are made to Member States:

2.1 The UNESCO National Commissions should be invited to explore ways of ensuring a better distribution, in schools, of basic documents produced by United Nations organizations.

2.2 It would be useful if in each Member State a network of correspondents could promote a better dissemination among educators of United Nations-related information. The correspondents could be selected from among educators or education officials in the State concerned. It is suggested that these correspondents should come under the UNESCO National Commissions, which they would serve as antennae, as it were, in the various regions of the country. They could work in liaison with the United Nations information system.

2.3 Information on the ideals and activities of the United Nations is an important element in the cultural development of educators and should, accordingly, be an integral part of initial and in-service training programmes.

Recommendations of the United Nations Fellowship Programme for Educators
Mexico, F.D. 22 November - 12 December 1979

EDUCATION FOR INTERNATIONAL PEACE UNDERSTANDING AND CO-OPERATION (TEACHING SUGGESTIONS)

1. Introduction

The United Nations is fully aware of the fundamental role which education can play in promoting international peace, understanding and co-operation. This is demonstrated, *inter alia*, by the UNESCO recommendation on that subject adopted by the Eighteenth General Conference in 1974 and the Declaration on the Preparation of Societies for Life in Peace, adopted by the United Nations General Assembly at its thirty-third session in 1978 (Resolution 33/73).

This awareness is no doubt based on consideration of the close link between society and education. Education is the basic tool for transmitting a society's values and behavioural patterns. It can also be a vital factor of social change. If education can be made to transmit the system of values implicit in the spirit of the United Nations, it could therefore become the most powerful means of instilling in men's minds the key ideas of international peace, co-operation and understanding.

Likewise, since the world of today, and still more the world of tomorrow, is characterized by interdependence among human societies, (nations, peoples, States), it is clear that ideas of international peace, understanding and co-operation must imbue men's lives, for the most serious problems of human existence can be resolved only at the world level and with universal participation. The interdependence of societies of course demands that there be a radical change in the political, economic and cultural relations among States and peoples if common problems are to be solved, and this requires the establishment of a new world order. This is an especially urgent need when we consider the fundamental problems of Latin American peoples.

The interdependence of human societies and the establishment of a new world order add a new dimension to education, so that its structure, objectives and methods take on the international character of our contemporary world. Only if educational advances are directed towards that end can education guarantee development in Latin America.

It must be pointed out, however, that although the potential of education to guarantee peaceful co-existence, understanding and co-operation among men and peoples is very great, there are serious limitations on its effectiveness. These derive essentially from the objective conditions of social reality. In other words, educational action must be supplemented by bringing into play other means of influencing society.

2. General aims of education in United Nations activities for international peace, understanding and co-operation

The over-all aim of education is man's full development. As a result, all teaching efforts and other resources must contribute to his over-all training.

To learn to live permanently in peace and freedom is an essential part of human development and an inalienable right of all people. This requires that new generations be taught how to live together in brotherhood and solidarity with all peoples of the world, bearing in mind that each man is a member not only of his own nation, but also of the human race.

Education must also help to increase respect for human rights and promote understanding and tolerance among men.

In a world divided between rich and poor men and countries, education must develop in upcoming generations an attitude of change which encourages individual and social development. Unless individuals change, nothing will change.

In short, education for peace and development must prepare men and women capable of building and living in a more just world order.

This study is limited to outlining a number of courses of educational action for pupils in elementary school, although we are aware that all educational levels and methods are interdependent.

3. Objectives of education for international peace, understanding and co-operation

If we analyse the education laws and the curricula for the various levels of education in most Latin America countries, there appears to be a degree of consensus in many of those countries that schools should promote the aims of the United Nations, including solidarity, honesty, respect for others, the ability to take and defend responsible, rational decisions and a definite commitment to participate in any processes of change.

The markedly intellectual approach adopted in schools in some countries, however, creates for the teacher a situation which warrants considerable attention and the formulation of recommendations to include or strengthen affective objectives with their respective achievement strategies.

The basic aim of over-all educational planning for peace is to organize an educational system which, as efficiently as possible, helps to train man within the context of the new economic and social order promoted by the United Nations.

This does not mean simply transmitting information on human rights. Such information must stimulate in the pupil habits, attitudes, life values and conduct which are in keeping with the ideals advocated by the United Nations. The following are some of the objectives of education for international peace, understanding and co-operation:

On completing their elementary general education, pupils must *inter alia* be familiar with the activities of the United Nations in favour of international peace and security; understand the main types of disputes and situations which restrict peace; interpret information on countries; interpret graphs and statistics on the world situation; evaluate the goals achieved by the United Nations in avoiding conflicts and helping to create conditions of peace; develop attitudes and feelings of mutual assistance and commitment to solving the problems of the group; be aware of the complex problems with which the United Nations deals and the need for a balance between personal freedom and responsibility in a democratic society; show and develop sensitivity to all forms of discrimination and social injustice; assume responsibility for their own behaviour; formulate and commit themselves to a way of life which is in harmony with the abilities, interests and beliefs of other people and other national and international groups. In short, such education must train individuals in the values inherent in the aims of the United Nations.

4. General features of education for international peace, understanding and co-operation

Educational action must be based on a variety of situations, experiences and activities - including games - which enable the pupil to become aware of rights, freedoms and responsibilities and to develop a sense of belonging to progressively broader communities, starting with the direct experience of family, school and group of friends and ending with the world community.

The teaching and learning methods on which education for international peace, understanding and co-operation will have to be based will of course differ. The age range of pupils in elementary school will mean that they have different levels of training and different interests for which educational activities must allow. In addition, national and regional differences within Latin America also call for different educational approaches (consider, for instance, the case of pupils in bilingual areas and from very poor, disadvantaged groups).

Educational activities should take two forms: formal or strictly school activities and out-of-school activities. The two types of activities will have to complement and coincide with one another, so that they are mutually supportive and reinforcing. In this connexion, we should draw attention to the need to establish close, systematic links between school, family and community.

Account must also be taken of the teaching applications of the principle of the link between work and the educational process. Accordingly, from the earliest stages, work must be introduced as a major factor in a child's over-all education.

5. Methodology

The training of up coming generations in the ideals of international peace, understanding and co-operation is a task for society as a whole but school at its different levels, plays an especially significant part, because of its contribution to forming the individual's personality.

Education for international peace, understanding and co-operation begins before the child goes to school. In his family environment, he derives his first information from the actions, opinions and convictions of his parents.

School must organize a special system, however, so that the knowledge it transmits is transformed into convictions which determine the child's attitude in specific life situations.

Together with family and school, the spiritual world of school children and, indeed, all individuals, is enriched by the influences to which they are exposed through their activities in social institutions, cultural and artistic media, sports, communication and other forms of social relations.

On the basis of the way in which cognitive structures appear and develop and attitudes, convictions and values are formed, and bearing in mind the models of instructional training and apprenticeship supervision (formulation and selection of objectives, analysis of initial conduct, establishment of systems of stimulation and influence, etc.), educational procedures and methods will be selected for both in school and out-of-school education, emphasizing special use of active participatory methods.

In forming attitudes and convictions, teachers must realize that their educational activities have to embrace three areas or structural components: intellectual, affective and practical

The INTELLECTUAL COMPONENT involves the knowledge which pupils assimilate (visualization, concepts, methods of reasoning, etc.).

The AFFECTIVE COMPONENT involves giving moral guidance to the personality and includes a number of psychological features (emotions, feelings, ideals, interests).

The PRACTICAL COMPONENT involves assessing how knowledge is applied in practice. This component is related to the formation of individual volition and conduct

Knowledge is transformed into relatively stable convictions when pupils reach adult age, always provided that the necessary conditions have been created at the primary and secondary stages.

School children's cognitive activity, as guided by the teaching process in the school, is generally referred to as the teaching-learning process. This process is characterized as follows:

- it takes place in the school (organization and guidance);
- it has a pre-determined content (study plans and programmes);
- the assimilation of knowledge is a direct result of the activity;
- it has its own structure.

The teaching-learning process as an organized form of school children's cognitive activity comprises three stages:

- apprenticeship situations;
- teaching-learning activities;
- supervision and evaluation.

As part of a teaching-apprenticeship activity aimed at teaching pupils the concept of co-operation, we can visualize the content of these three stages.

The first stage involves posing a problem: what each member of the pupil's family does at home. When this problem is put to pupils, it awakens their interest in verifying, investigating and learning something that they do not know. They are faced with the need to carry out a number of actions which will go to make up their apprenticeship.

In the second stage, with the teacher's guidance, the pupil learns the task carried out by each member of his family.

In a second part of this stage, the teacher asks the pupil which tasks he would like to carry out in order to help and co-operate with each member of his family unit. In this way, the pupil comes to understand that mutual co-operation among members of the family contributes to greater harmony and ensures that all the jobs get done while the excessive burden on some members is reduced.

The third stage involves supervision and evaluation activities in which the pupil analyses what he has learned and the teacher determines whether the pupil has assimilated the concept of co-operation, by carrying out specific tasks.

This example illustrates how the concept of co-operation is assimilated at a first level of understanding by very young pupils, but the process must continue afterwards in relation to the community in which the pupil lives and later in relation to the world beyond his own country and to co-operation among peoples, so that their knowledge can genuinely be converted into personal convictions and patterns of action.

We have referred to cognitive processes simply to illustrate how important it is that this complex process be carried out both in and out of school so that future generations can genuinely be educated in international peace, understanding and co-operation.

Features of in-school activities

Education on the aims of the United Nations must be included in the curricula for disciplines directly related to those aims: the natural, social and human sciences, throughout the entire cycle of elementary education and in accordance with pupils' specific development needs.[1]

This approach is illustrated in part by the project "Teaching of the Spanish Constitution within the context of the United Nations Charter".[2]

As a result, in learning about their country's constitution, pupils can be trained in the spirit of the United Nations, so that two objectives are fulfilled: national feeling is reinforced and international peace, understanding and co-operation are promoted.

This task is put into practice in the classroom, which represents the basic organizational structure for the teaching-learning process.

In the school situation, the entire available range of teaching and learning activities and educational methods and tools will be used, ranging from the teacher's explanation, teamwork, and independent work, to games, representation, dialogue and discussion, and to actual realities, etc. All of this will form part of a classroom model.

At the same time, these activities will draw on all the resources available to the teacher, from textbooks to the most complex television equipment and other modern educational techniques.

Special mention should be made of the teaching resources and audio-visual and graphic materials prepared by the various United Nations bodies.

Features of out-of-school activities

The teaching given by the school must be supplemented by the educational action of the family, social institutions and the communication media. Cultural activities, cine-forum recreational activities, history competitions and the plastic arts; the organization of debates and round-tables; the reading of magazines and newspapers; exhibitions; correspondence with children from other countries; and the use of the information media will form the nucleus of activities on society as a whole or on some specific sectors (family, various associations, etc.)

6. Evaluation

Education on the United Nations demands that systems for evaluating and summing up the training process be devised so that the results of an educational activity can be determined and, on that basis, relevant decisions taken regarding the validity of objectives, programmes, processes, methods and materials. This will make it possible to constantly add to and enhance both knowledge and attitudes. Such evaluation is conceived in large part as pupils' own self-evaluation, as the sample project in the Methodology section above shows.

In any event, the evaluation tools most suited to each specific teaching-apprenticeship situation will be used, choosing from the broad range of available techniques.

7. Teacher-training

The teacher is crucial to the effectiveness of any educational process and, hence, to that of education on the United Nations and international peace, understanding and co-operation in particular.

This approach to education demands the training of a new kind of teacher, who must have a broad understanding of the world situation in general and that of his region in particular. Such teachers must have a basic theoretical knowledge of the discipline or disciplines to be taught and of the most advanced teaching methods, so that they cannot just pass on knowledge but rather teach their pupils to learn within a specific social context. They must also continue to learn and to acquire knowledge themselves, so that they stay abreast of advances in science, technology and new educational methods. They must also develop their sensitivity to social problems, their ability to relate to other people, their conviction as to the value and dignity of the human person and their dedication to their pupils and educational task.

Teacher-training institutions must establish the necessary criteria for selecting candidates and use in their training programmes the latest training techniques (micro-teaching, group dynamics, etc.).

We understand teacher-training in both its initial stages and at the more advanced in-service stage in this context.

These training processes can be carried out using both on-the-spot training and training by correspondence.

---

1. Project prepared at the seminar held in Mexico, as part of the Triangular Fellowship Programme, by the participant from El Salvador, Mr. Ruben Regalado.
2. Project prepared at the seminar held in Mexico, as part of the Triangular Fellowship Programme, by the participant from Spain, Mr. Arturo de la Orden.

General Recommendations

Whereas education for peace is an essential task of our times, we recommend:

To the United Nations

1. That teacher-training activities should be increased by the provision of grants and the organization of seminars which permit effective action to be taken in the field of education on the United Nations and, in particular, on its objectives of promoting international peace, understanding and co-operation.

2. That the progress of teaching personnel trained in the different triangular programmes should be followed by organizing and holding new encounters in which such personnel may participate, in order to evaluate the results achieved in each country and devise new strategies for strengthening international peace and understanding.

3. That the preparation of teaching materials (graphic and audio-visual) should be increased, supplementing them with other materials so that they are better adapted to actual educational needs. The film "BOOM" is one example of the new line in audio-visual material.

4. That Information Centres or, in their absence, representatives of the different United Nations bodies in individual countries should be taught to co-operate effectively in the field of information and to distribute teaching materials as required to teaching centres in accordance with local characteristics and needs.

5. That priority should be given to education as a development tool and a basis for the establishment of a new and more just economic and social order.

To Member States

1. That they urge Governments to increase their efforts to eliminate or reduce situations of social injustice within their individual countries which hinder education for peace and understanding among men and peoples.
2. That they include teaching on the purposes and activities of the United Nations at all levels as an integral part of educational programmes.
3. That they give special attention to teacher-training as a means of ensuring that education is in harmony with the spirit of the United Nations.
4. That they integrate school education activities with out-of-school education activities, in order to adopt a global approach to education for peace.
5. That they include the principle of linking study with work as an essential factor of over-all education.
6. That they promote the inclusion in school manuals and textbooks of topics corresponding to aspects of education on the United Nations, in accordance with recommendation 2 on programmes.
7. That they promote education policies which make the most appropriate use of the information media in preparing peoples to live in peace.
8. That they expand implementation of the UNESCO plan of associated schools for international understanding and peace, and encourage relations and exchange activities among them in order to establish a Latin-American network of such institutions.
9. That they recommend the formation of children's journalism clubs in primary schools, so that children become accustomed to searching in the information media for news on the United Nations and interpret and write such news in schools.
10. In countries such as Brazil, where the national language is not an official language of the United Nations:

    (a) that they consider the advisability and even the necessity of translating and/or adapting the most important documents issued by the United Nations;

    (b) that they make the most appropriate use of the communication media to disseminate the above mentioned information.

To Participants

1. That they inform the educational authorities of their respective countries about and alert them to the problems and aspects of the United Nations dealt with during this seminar and at the same time remain in permanent contact with these authorities, in order to facilitate implementation of the project and other educational activities of the same order.

2. That they participate in future encounters held to evaluate the results achieved in each country and to devise new strategies for strengthening activities for education on the purposes and activities of the United Nations.

3. That they regularly inform the Department of Public Information of the United Nations in New York and members of the group of the progress with individual projects, in order to receive all necessary support in project implementation.

4. That they give broad publicity to these recommendations in the educational media of their respective countries.

App. D

Recommendations of the United Nations Fellowship Programme for Educators
New Delhi, 3 - 21 November 1980

EDUCATION ABOUT UNITED NATIONS, ITS AIMS AND ACTIVITIES

1. Introduction

According to its stated aims, principles and adopted resolutions, the United Nations system attaches special importance to education about its ideals and activities concerned with peace, security, international understanding, co-operation, etc.

The Declaration on the Preparation of Societies for Life in Peace, adopted by the United Nations General Assembly at its thirty-third session in 1978 (Res. 33/73), the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted in 1974, the documents adopted at the 10th Special Session of the General Assembly on Disarmament in 1978 as well as the World Congress on Disarmament Education held in Paris in 1980, all stress the fundamental task of education in this field.

This task is even more important now, as the world faces such challenges as maintaining and consolidating world peace, achieving world disarmament, establishing a new international economic order and also establishing a new world information order, and improving the standard of life of societies in social justice and peace.

The forthcoming Special Session of the General Assembly in 1981 on Disarmament, the International Year of the Handicapped in 1981, as well as the proposed International Year of Youth in 1985 offer good opportunities to enhance the efforts of all educators in promoting the aims and goals of the United Nations in all fields and at all levels of education, particularly in primary and intermediate education (age approximately 6-14).

The awareness of the necessity to educate the young generation in the spirit of the United Nations Charter derives also from our conviction that education can be a vital factor for effecting social change and for developing social norms, values and behaviour patterns. It is thus an extremely important instrument in solving the existing major problems of each country as well as of mankind.

The world of today, and still more the world of tomorrow, are characterized by interdependence of societies, nations and states. The ideals of international peace, understanding, co-operation and protection of human rights must therefore be developed in the young generation. As today's children become the adults of tomorrow they will find that the most serious problems of mankind can be settled only on a global level. Of course, this interdependence of societies calls for a radical change in the political, economic and cultural relations among states and peoples towards greater co-operation and common efforts in solving world problems. This also requires ever increasing efforts on the part of all responsible for the upbringing of children and youth, especially teachers and educators.

2. General principles for education about the United Nations, its aims and activities

2.1 According to the Charter of the United Nations, the Constitution of UNESCO and the Universal Declaration of Human Rights, education must concern itself with the aims and activities of the UN and be directed to the full development of human personality and should promote friendship, co-operation, understanding and tolerance among all nations, racial and religious groups.

2.2 As part of education in its broad sense, teaching about UN aims and principles should address itself to all sectors of society and to public opinion. Thus, schools, educational circles such as the family and the world of work, universities and research-centres, political decision making bodies and the mass media, all have a definite role to play in this task.

2.3 Education for peace, security, international understanding and co-operation in the spirit of the UN is a fundamental duty for all teachers and educators. It is incumbent upon all of them to gain a clear grasp not only of the scale of the different phenomena concerned but also of the different factors underlying them. They should also seek information from sources likely to offer a high degree of accuracy such as UN and UNESCO documentations, graphic displays, films and sources of the national United Nations Associations.

2.4 Considering that education about the UN's aims and activities includes social, psychological, cultural, political, natural, legal, economic and technological components, it is of necessity interdisciplinary in its nature and must involve all levels, types and forms of school education.

2.5 At the stage of elementary and intermediate level (age approximately 6-14) every subject can contribute to education about the UN's aims and activities within the scope of its specific means and potentialities

2.6 Education about the UN's aims and activities in the spirit of the UN Charter should be included in all curricula to promote a continuous and balanced educational effect which is in line with the school subjects and age level of the students so as to have positive effects on the producers of textbooks, audio-visual teaching aids as well as guidebooks for teachers.

2.7 As the teacher plays a fundamental role in this process, education in the spirit of the UN should be included in the teachers' pre-service and in-service training by providing them with interdisciplinary knowledge, information and teaching methods relating to peace, security, international understanding, co-operation, etc.

3. Aims and objectives for education about the United Nations

3.1 Education about the aims and activities of the UN - in the spirit of its Charter - should develop pupils knowledge and, in addition, positive attitudes, convictions, behaviour patterns, emotions and feelings concerning the maintenance of peace and security, the importance

of international understanding, co-operation, disarmament and decolonization, the establishment of a new economic order and the observance of human rights. It must reject any kind of justification and idealization of aggressive force, violence and war as well as any form of discrimination and social injustice, especially apartheid.

3.2 Education about the UN should help pupils understand the complexity of the problems this Organization is dealing with and their close links with all spheres of life.

3.3 This education should be designed to help each pupil understand and accept his own responsibilities in maintaining peace, participating in the different fields of co-operation and observing human rights and social justice.

3.4 Education of pupils in the spirit of the UN should provide them with accurate and scientifically based information, taking care to avoid over-estimating the potentialities and possibilities of the UN. However, this education must instil in pupils active commitment towards the UN's aims and principles and make them aware of the obligations of each country towards the UN Charter.

4. Methodology

4.1 Inculcating the ideals of the UN in the minds of the upcoming generations is a task for society as a whole, but school at its different levels has a major role in this respect.

4.2 Education of the children begins in a subtle and informal way at home even before they go to school. This continues in the kindergarten (pre-school or nursery school) where available. In their family environment and in kindergarten they derive the first impressions from the actions, opinions and convictions of parents and others who take care of them, and this gradually shapes their behaviour. Family and kindergarten can help in developing the attitudes and values in children which are essential for peace, security, international understanding and co-operation, thus supporting education in the spirit of the United Nations.

4.3 School has an organized programme of education which gradually shapes the child's knowledge, abilities, attitudes and behaviour pattern. Through the knowledge it imparts, the activities it organizes and the feelings it arouses, school can develop in the child values and convictions in the spirit of the UN.

4.4 In forming attitudes, convictions and in developing corresponding behaviour, educational activities embrace the following three main components:

- the intellectual component which involves knowledge which pupils assimilate, methods of reasoning, etc.;
- the affective component which involves moral guidance to the personality (emotions, feelings, ideals, attitudes, etc.) and
- the practical component which involves practical work and skills leading to individual and social conduct, which embodies abovementioned attitudes, values, etc.

4.5 Relatively stable convictions are formed as pupils mature depending on the experiences they have had at different levels of their development, including the learning experience they had at primary and intermediate levels of education (age approximately 6 to 14).

4.6 While all the three components are usually present at each level of education, any one of these three may be more prominent than the others at any age.

4.7 At the kindergarten (where available) and primary level, the affective and the practical components may receive greater emphasis than the intellectual component, because education at these levels is concrete in nature. At the intermediate and secondary levels, the intellectual component may be progressively increased in line with the pupils' developing capabilities

4.8 At the pre-school and early stages of schooling the methodology should be informal, e.g. story telling, role playing, etc., using a range of visual materials. A great variety of pupil activities may be organized in and out of school depending on the age of the child so as to develop the values of equality, justice, co-operation, peace, etc.

4.9 As the pupils grow older, the intellectual component should be progressively increased and combined with the affective component. The pupils are given information about the structure and functioning of the UN system, its aims and principles, and the role of the respective country in the UN. More and more abstract teaching materials may be used. These should be specially prepared to suit the level of development of the pupil. The printed materials for example, should be well-illustrated, written in simple language, and be supplemented by other visual and audio-visual materials. There should also be a fair measure of practical activity at this level. Collection of data about different countries may be encouraged. Practical work in the form of individual or group projects, debates, discussions, role playing and dramatics may be utilized. Practical work benefitting the community could be useful and is recommended.

4.10 Materials such as maps, drawings, photographs, slides, filmstrips and films on different aspects of the UN help in developing the understanding of the aims and the role of the UN and, therefore, may be used as appropriate to the subject, age level and local conditions.

4.11 School education should be supplemented by supportive action of the family, social institutions and communication media. Through parent-teacher associations parents should be informed about their role in developing the values and attitudes in their children. The school should also collaborate with governmental and non-governmental organizations in programmes aimed at developing values and attitudes in the spirit of the United Nations.

5. Evaluation

5.1 In order to determine the validity of objectives, programmes, processes, methods and materials used in teaching about the United Nations, it is necessary that acceptable systems of evaluation be devised. This evaluation can take place either within or outside the classroom. It may be difficult to ensure an objective or scientific system of evaluation specially of young children whose attitudes and behaviour are still in the formative stages.

5.2 One form of evaluation can be a test of knowledge. This is quite simple, and can be applied at all levels.

5.3 But evaluation of knowledge alone is not enough as far as education about the ideals of the United Nations is concerned. A modification of attitudes, convictions and abilities is equally important. There is a need, therefore, to develop a meaningful evaluation procedure to ascertain not only acquisition of cognitive content but also the children's socio-effective approaches to learning about the United Nations. Observation schedules, rating scales, etc., may be developed and used to observe and evaluate pupil behaviour under problem situations.

6. Teacher education

6.1 It cannot be denied that success in education about the United Nations depends largely on the quality of teaching in our schools Priority should therefore be given to teacher education so as to produce teachers who must have a broad understanding of the world situation.

6.2 Teacher preparation must ensure that all teachers have a basic theoretical knowledge of the areas to be taught and be equipped with the appropriate teaching methods. Teachers must also continue to learn and acquire additional knowledge as the situation demands. Thus, teacher education should be a career long process, embracing both pre-service and in-service education so as to continually renew professional and personal development.

6.3 It is therefore essential that teachers be given opportunities to acquire the knowledge, skills and attitudes required to teach about the UN. They should have respect for people of other countries, be sensitive to the significance of other cultures and be proficient in innovative teaching and learning methods designed to promote active student participation.

6.4 Pre-service teacher education programmes should be reviewed to ensure that they offer good opportunities for teaching about the UN in line with paragraph 4 above.

6.5 In-service teacher education programmes should be developed to enable teachers to acquire a greater understanding of the aims and activities of the UN, where to obtain materials and how to select and present them meaningfully.

6.6 Teachers may also be trained to prepare suitable teaching aids to illustrate the aims and activities of the UN.

General Recommendations

Considering the importance of education for peace, security, international understanding, co-operation, etc., and being aware of the positive results achieved in different Member States in teaching about the goals and activities of the United Nations and its main agencies, we recommend:

To the United Nations

1. That priority should be given to education as a developmental tool and as a basis for the establishment of lasting peace, security, international understanding and co-operation.

2. That, in view of the lack of teaching materials suitable for teaching about the UN to school pupils at primary and intermediate levels (age approximately 8 to 14), the UN prepare effective teaching aids and other instructional materials. These would include films, filmstrips, slides, maps, photographs, teachers' manuals, etc., demonstrating the role of the UN family in the maintenance of peace, security, international understanding and co-operation. They should be prepared with the assistance of competent educators.

3. That the UN Information Centres, or, in their absence, resident representatives of the UNDP, be better equipped to increase their assistance to Member States in strengthening teaching about the UN.

4. That the UN collect information on the effectiveness of projects on teaching about the UN and disseminate the same to Member States.

5. That inter-country visits of educators to study the experiences and successes of other countries in teaching about the UN be encouraged.

6. That Member States be supplied with copies of these recommendations for information and appropriate action.

7. That the United Nations Department of Public Information approach the various agencies and specialized organizations of the UN system regarding the dissemination of educational material prepared by them to educators, in particular, the participants of the Fellowship Programme.

To Member States

8. That they include and/or reinforce teaching on the goals and activities of the UN at all levels of education as an integral part of educational programmes so as to develop commitment to the ideals of peace, security, international understanding, co-operation, etc.

9. That out-of-school social and cultural activities be utilized for developing values and attitudes compatible with the ideals of the UN.

10. That special attention be given to the content and methodology of teaching about the ideals of the UN in both pre-service and in-service teacher education.

11. That seminars and workshops be organized for key personnel serving in the Ministries/Directorates of Education and in education institutions to plan procedures for strengthening teaching about the UN.

12. That effective teaching aids and supplementary instructional materials adapted to the needs and conditions of particular Member States be developed in the spirit of Recommendation No. 2.

13. That they evaluate periodically educational programmes, teaching aides and instructional material with regard to their effectiveness and relevance in strengthening the ideals of the UN.

14. That they encourage and expand the UNESCO Associated School Project and utilize the experience of these schools in teaching about the UN in other educational institutions.

15. That they encourage the formation of children's UN and UNESCO Clubs.

16. That they support non-governmental organizations (such as the United Nations Association, International Students Movement for the United Nations) in their efforts to disseminate knowledge about UN activities to learners in both formal and non-formal education.

17. That they make appropriate use of the information media for fostering the teaching about the UN.

18. That they keep the UN informed about their plans and programmes for strengthening teaching about the UN.

To participants

19. That they submit their reports to their governments stating the main themes and objectives of this seminar along with the detailed projects of work to be implemented in respective countries.

20. That they give publicity to these recommendations through the educational media of their respective countries and through other forms such as seminars, workshops, conferences, etc.

21. That they take steps to implement their projects in consultation with their educational authorities and advise the United Nations Department of Public Information of progress.

22. That they keep close contact with the UN Information Centres and other UN agencies in their countries for necessary information and help in the implementation of their projects.

Recommendations of the United Nations Fellowship Programme for Educators
Addis Ababa, 19 October - 6 November 1981

EDUCATION ABOUT THE UNITED NATIONS, IT S AIMS AND ACTIVITIES

Introduction

These recommendations, appeal and excerpts from individual projects are the result of the deliberations of the 21st Fellowship Programme for Educators held in the buildings of the United Nations Economic Commission for Africa (UNECA) in Addis Ababa, from 19 October to 6 November 1981.

The overall aim of the Programme was to plan a curriculum on teaching about the United Nations and its agencies in the different countries represented at the seminar for the primary and intermediate age ranges 6 - 14 years. As proceedings developed, it became clear that this aim permeated all sectors of education and that strong evidence existed to suggest that much groundwork had already been accomplished in schools and teacher-training institutions. It was decided to investigate the common ground which emerged from the discussions and to prepare a curriculum guide for pupils in school which would help to make them ready for their place in the society of the United Nations, to give them access to knowledge which is theirs by right, to encourage their own cultural identity and to prepare them for life in a peaceful world.

Education has a fundamental role to play in shaping the future of our world. The task becomes even more pressing as nations continue to accelerate the arms race, yet seem to take little notice of the manifest problems which surround the world - especially hunger, poverty, ill health, low standards of education - to name a few. The world is eager for an order which would assure freedom from growing want and fear.

These intentions become all the more acute when considering the various declarations which have been and will be made to carry the work of the United Nations system forward in the last quarter of the twentieth century. The various keynote lectures which the participants

received with acclaim, all stressed the value and need of the developing world to seek its share of reasonable social and economic progress using its own resources and manpower to do so. These speakers emphatically encouraged the participants to rise to the challenges which new technologies of all kinds could offer to development strategies which have been already announced and which extend to the year 2000 and beyond.

The world of today, therefore, and even more, the world of tomorrow which belongs to the children now in our schools, are characterized by an ever increasing need for inter-dependence, solidarity and peaceful co-existence. Educators have a duty to develop in the young a sense of responsibility for both their own future and that of succeeding generations. It is clear that the reshaping of economies and social situations also involves changes in political and cultural relations among the nations. Education, without any doubt, has a crucial role to play in these emphases and, in the main, we stand at the very threshold of great strides forward which must be taken.

1. At the primary school level

1.1 Preamble

Teaching about the purposes and activities of the United Nations at the primary level is to be seen as an enrichment of existing school curricula with particular emphasis on the social studies programmes of Member States. The programmes should emphasize the intra-cultural and international aspects. We believe that these guidelines for teaching about the principles of the United Nations are in keeping with the policies of Member States. Therefore, it ought to be easy to teach about the United Nations even at primary level for world peace and international understanding.

Although children differ in their intellectual capabilities and though there are language and cultural differences, there are, however, certain behaviour characteristics which are common to all children of this age level. Children learn through play and practical involvement. That is the way they come to grips with the environment.

We are convinced, therefore, that a curriculum guideline can be provided within which educators can work towards certain objectives, making necessary adaptations according to their country's socio-economic conditions.

The realizations of the suggested objectives will depend on the capabilities of the teachers and the available facilities in their schools, but we strongly recommend teachers' use of local materials. We assume that:

(1) The suggested guidelines will provide a basis for work at secondary and teacher-training levels;
(2) Even at the primary level, work would be graded according to the children's ages;
(3) Member States would add or delete parts/sections of the guidelines as they see fit;
(4) Our suggested activities will promote the acquisition of literacy, numeracy and other mental and physical skills.

1.2 General Objectives

Through the activities, the children will be encouraged to:

(1) Develop healthy social attitudes and mental skills;
(2) Appreciate the need for changing the environment or adapting to it;
(3) Maintain their sense of wonder and broaden their interest in the world around them;
(4) Develop moral responsibility for preserving and improving their natural heritage;
(5) Develop a positive feeling towards their State in relation to other countries;
(6) Appreciate the cultural diversity among peoples;
(7) Appreciate the need to share with other sub-groups within their societies;
(8) Appreciate the importance of co-operation and tolerance among nations;
(9) Develop respect for the environment as regards pollution of land, air and water;
(10) Develop, at the upper primary level, the awareness of the existence of the United Nations, especially as it relates to their countries;
(11) Appreciate the dignity of labour.

1.3 Specific Objectives

Through school activities, the children will:

(1) Adjust to school life and develop the habit of working with others;
(2) Learn to work together in harmony and break down social prejudices;
(3) Learn to contribute to the welfare of the whole group;
(4) Become aware that they are an important part of society;
(5) Learn to respect the rules and laws of the societies in which they live;
(6) Respect the rights of others in society;
(7) Learn that, as members of society, they have rights as well as responsibilities;
(8) Become aware of the role of the United Nations in promoting peaceful and mutually supportive co-existence among nations of the world;
(9) Appreciate the need to preserve and/or improve the environment of their home, school, country and the world at large;
(10) Become aware of the United Nations agencies that deal with agriculture and food (upper primary);
(11) Learn to respect other people's way of life with respect to dwelling places, dress, food, etc.;
(12) Appreciate that all work contributes to national development;
(13) Become aware of the economic interdependence of countries of the world (upper primary);
(14) Become aware of the efforts of the United Nations in improving the world socio-economic situation (upper primary).

1.4 Methodology

Even though, at the primary level, children may not be taught directly about the aims and activities of the United Nations, they can be helped to start developing some of the values which the Organization seeks to promote. In this context 'primary level' refers to that stage of the formal education system which is demarcated by the first terminal point. In most cases this period covers ages ranging between five to fourteen years.

The teacher who teaches at the primary level, especially in the lower primary classes, must remember that children's conception of themselves with respect to their environment is very limited. As children grow up their horizons gradually expand and they are able to see

themselves in relation to increasingly wider communities. The child's learning experiences must therefore begin with his immediate environment of home and school and extend to the village, the nation and the world.

It is hoped that the teacher can, within the following framework, provide a learning environment and a variety of experiences that will help to encourage the realization of the objectives stated above.

1.5 Content Guidelines - lower primary

Method:

The teacher will use stories and pictures to communicate with children. The children will draw, write and talk.

Media:

Such bought materials like crayons, pencils and paint will be found useful in carrying out activities but other materials collected from the environment may also be used.

Suggested topics:

Some - or all - of these topics will be found to be useful:

(1) The world has many children of different colours, speaking different languages, eating different food, I am one of them.
(2) **Mother.** There are many mothers in different homes, looking after their children and my mother is one of them.
(3) **Father.** Fathers help mothers to look after children, my father is one of them.
(4) **Relatives and friends.** All children have aunts, uncles, grandfathers, grandmothers, sisters, brothers and friends. They all love one another.
(5) **The environment.** We must be kind to all living things including trees.
(6) We all share the sun, moon, stars, wind and rain.

There is no limit to the number of topics and the writing and drawing that may result from them.

1.6 Content Guidelines - upper primary

Method:

Teaching about the United Nations at this level will be through the use of publications, discussions by children, writing and dramatisation.

Media:

Where available, films, school broadcasts and publications may be used.

Topics:

(1) Study of our village
(2) Study of our district
(3) Study of our country
(4) Our group chooses a country (group finds out about country of their choice)
(5) Flags of different countries
(6) Study of the basic facts about the structure and functions of the United Nations
(7) Our country is a member of the United Nations
(8) Some agencies of the United Nations
(9) Some United Nations agencies that are co-operating with projects in our country
(10) United Nations Day
(11) The need for peace and international understanding

The emphasis at this level is on making children aware of themselves as members of a larger community and striving for co-existence.

1.7 Evaluation

In order to determine the validity of our suggested objectives of teaching about the United Nations to the young children of primary school age, there should be a monitoring system to evaluate the whole programme. As to the lower stage of primary school, it is not a simple process to devise a summative and scientific system of evaluation of very young children whose attitudes and behaviour are often inconsistent; however, a day-to-day assessment method of their attitudes towards school activities and work, including games and generally accepted behaviours, may be appropriate.

As to the higher primary level, besides the daily assessment and monitoring system which should be done by their teachers and inspectors, the following techniques are also suggested:

(1) Oral tests which should supply immediate feedback about the extent of the attainment of the objectives.
(2) Written tests would further test not only literacy, but writing skills and understanding.

While it would be difficult to evaluate the affective aspect of the programme, some teachers' observational procedures need to be thought out and used to get information about children's attitudes about the United Nations.

1.8 At the end of the course the pupil:

- understands clearly the existence of other people in other lands
- is acquainted with things that are common to all people: earth, sun, moon, air, water, etc.
- is aware of the fact that there exists a strong link among different people of the earth, through trade, political and diplomatic ties
- knows that there is a division of labour among peoples
- knows that people usually solve their common problems by being organized
- submits his will to collective decisions
- plays and works collectively and takes active part in school and community activities
- has a family, classroom, school and community understanding
- knows how different nations with different languages and traditions co-exist peacefully and support each other
- appreciates the principles of the United Nations Organization and some of the activities of its agencies.

2. At the secondary school level

2.1 Preamble

This curriculum guideline is prepared for students of the secondary education age group. It is essential that this transitional age group be adequately prepared for their role in society. They are, indeed, the catalysts of the future. It is their role in society. They are, indeed, the

This curriculum guideline is prepared for students of the secondary education age group. It is essential that this transitional age group be adequately prepared for their role in society. They are, indeed, the catalysts of the future. It is their capacity for inquiry, critical judgement and ability to diversify their preception which in fact makes them a dynamic age group for attitude formation and transformation. They are best equipped to receive both the cognitive and effective inputs which will enable them to consider critically and appreciate the national and world situation.

Thus, teaching about the United Nations in the spirit of the 1974 UNESCO Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms and the 1978 United Nations Declaration of Preparation of Societies for Life in Peace becomes even more imperative at the secondary education level in this last quarter of the 20th century.

Teaching about the United Nations and international understanding is, in fact, seen as a continuum which begins at primary school level with knowledge of one's own society, the nation and the world at large. Further teaching about the United Nations system at secondary school level is built on this foundation.

2.2 General objectives

At the end of the course, the student should have developed:

(1) An appreciation for the necessity of peace, friendship and co-operation among the peoples of the world
(2) A sense of tolerance in general and respect for traditions, values and cultures of other peoples
(3) The need to conserve human and natural resources for the benefit of all mankind
(4) The capacity to stand for and defend social justice, respect for human rights and fundamental freedoms
(5) The capacity to fight against all forms of exploitation, racial discrimination and apartheid
(6) The ability to keep abreast of current world problems and situations

2.3 Specific objectives

The student should be able to, in particular:

(1) Identify the main instruments for maintaining world peace and security and show the extent to which these instruments have been successful
(2) Actively pursue strategies for friendship, international understanding and co-operation
(3) Identify the ways and means of promoting, conserving and using world resources for the benefit of all
(4) Show the inter-relationship and explain the value of cultural exchange through mutual interaction and co-existence
(5) Recognize the methods by which all peoples of the world should enjoy their fundamental freedoms and their right to justice and fair play
(6) Critically examine the elements and structure of apartheid policies in South Africa and be ready to fight against it
(7) Actively fight for the eradication of all forms of social injustice and spiritual, mental and material exploitation
(8) Develop a lasting interest in reading, knowing and interpreting world problems and the multi-faceted dynamics of international processes.

2.4 Content guidelines

Teaching about international understanding involves an inter-disciplinary approach and may include integrating some or all of the topics or themes set out below in various subjects at different levels throughout secondary education.

(1) The United Nations system - its structure, composition and functions in today's world

The following sectors should be studied:

- the General Assembly
- the Security Council
- the United Nations Secretariat
- the Economic and Social Council
- the International Court of Justice
- the Trusteeship Council

In addition, note should be taken of the various non-governmental organizations (NGOs) which have special status both with the United Nations and with several of the specialized agencies.

(2) Disarmament and the problems of world peace

Disarmament: This is a topic which will require careful handling and thorough preparation. Occasionally a total ban on arms is called for. However, plans for control or regulation might be more universally acceptable, even though armaments of all kinds are an extremely heavy drain on a country's economy, causing programmes for social progress and human welfare to suffer. Internationally, the expansion of armaments may jeopardize rather than preserve peace and tend to lessen rather than increase security. The whole question of the arms race needs to be critically analyzed and discussed in the classroom.

Peace-making and peace-keeping operations: This is a challenging area too, for any teacher. On the one hand there are law and order issues, nationally and internationally and the search for security is paramount. The United Nations System can play an important part in all of these issues. It is hoped that some or all of the following questions will be considered in this section: negotiation, mediation, conciliation, inquiry, arbitration and judicial settlement.

(3) The roles of the Specialized Agencies

Each of the specialized agencies is the source of a wealth of information which can form the basis of interesting and efficient classroom practice. It is stressed that much of this work can be seen in the field. If it cannot, then local experts can be invited to visit the school to talk about their work from first hand experience. Over 80 per cent of the staff and resources of the United Nations system are devoted to economic

and social progress. War has been declared on poverty but it is true that considerable debate takes place about the priority which such programmes should be given, and some of these differences should be discussed in the classroom.

(4) Major world problem and development areas

The following topics might be considered in this section but the list is by no means exhaustive.

- world food situation
- world health situation
- utilization of the world's natural resources
- protection of the environment
- new economic order
- new information order
- issues of development

This list of topics allows the secondary school teacher great flexibility for in-depth classroom study of issues facing people everywhere. As has been said, discussion and debate in school on topics such as these should be inter-disciplinary in approach. It is suggested that a certain amount of time on each topic is allowed within the taught subject areas of the school. For example, the utilization of the world's resources might be tackled by the physical sciences department, the New World Information Order by the school languages department, the World Food Programme by the home economics department, and so on. The work of the United Nations system pervades all major curriculum areas of the school.

(5) A study of Human Rights and fundamental freedoms

"All human beings are born free and equal in dignity and rights". So says Article 1 of the Universal Declaration of Human Rights. This subject is traditionally one of the most difficult a teacher has to face. The task is to bring about agreement on principles of law for the enjoyment of human rights and the acceptance of these codes by Member States of the United Nations System. Everyone must take effective action to prevent and end discrimination, to provide progressively larger opportunities for all people to enjoy a reasonable standard of living, better health and to be better educated.

(6) A study of racial discrimination, apartheid and decolonization

All Members of the United Nations specifically disapprove of apartheid and its policies in South Africa and the role of the United Nations is to press that government to reverse its policies. The task of the teacher is to show manifestly racist the policy of apartheid is, as well as other forms of discrimination. Class discussions will soon demonstrate the bias to which many people of the world are subject.

2.5 Methodology

In teaching about the above topics and themes an inter-disciplinary approach is recommended both at the curriculum/syllabus formulation level and/or at the school level. Several teachers and different subjects may be involved and an agreement will obviously be necessary as to who teaches what.

As far as possible, the teacher should build on the background knowledge and experience of his students, using as many local and regional examples as possible while gradually expanding his horizons to give a world perspective.

These topics require the widest possible use of available resources. Thorough preparation is therefore recommended before teaching the material commences. More especially, the teacher has to keep abreast of current events and his main task will be to rearrange this knowledge to bring out its full impact in the light of the stated objectives.

It is obvious that different teaching methods will suit some themes or topics better than others. Direct teaching/lecture technique is the more common approach, but pupil involvement should be sought so that concepts are more easily and efficiently assimilated. Discussions and debates where pupils take central roles are excellent strategies to use, as are role play and socio-drama which can add particular poignancy to some themes. It is recommended that teachers vary their approaches to ensure that motivation remains at its highest level. It is recognized that out-of-school activities will be employed in teaching about some of the topics suggested. In other instances, clubs like UNESCO clubs and Associated Schools Project activities may be used.

2.6 Evaluation

Evaluation of whatever is taught is indeed a problematic undertaking. The problem of evaluation is further aggravated when efforts are made to ensure that at the end of the course, the cognitive, affective and psychomotor domains of the learning process are to be tested.

Whereas educational psychologists concede that it is possible to meaningfully and efficiently test the cognitive and psychomotor components and that testing models exist to this effect; it is universally recognized that it is not easy to test the affective domain of the learning process.

It is upon this background that it should be emphasized that some or all of the above topics may be tested in school or classroom situations. Testing may be through quizzes, assignments, timed tests and a variety of internal and external examinations.

It is most important that the teacher's personal involvement and dynamism in teaching about international understanding, co-operation and friendship in pursuit of a higher quality of life, world peace and security be exemplary and emotionally inspiring. Thus, it is the teacher's manipulative capacity and capabilities that will not only enhance a lasting change of behaviour in the learner with regards to cognitive and psychomotor domains but more so, enhance the affective value of the material learned.

3. At the teacher-training level

3.1 Preamble

The success or failure of any curriculum depends upon the teacher at the level of instruction in the classroom. Education, for world peace, international understanding and co-operation is now a matter of crucial importance. The teacher has a special role to play in preparing the future citizens. Educating the young generations for a better tomorrow is a big responsibility. The training of teachers for this important assignment of educating the young ones for a just and peaceful world, should be given a priority in all Member States of the United Nations.

3.2. General objectives

The training given to the teacher-trainees in order to be able to promote the ideals of the United Nations, of peace and international understanding in their classrooms should be able to do the following:

(1) Raise their consciousness of the need for world peace, international understanding, co-operation and, at the same time, develop in them proper attitudes for the ideals of the United Nations
(2) Provide them with an overall knowledge of the United Nations and its agencies.
(3) Equip them with the skills and ability to organize and use a variety of methods and aids in teaching about the United Nations system.

3.3 Specific objectives

It is suggested that at the end of their training, no matter what the duration of the course, the teachers must be able to:
(1) Identify and clarify the reasons for the origin, purpose and principles of the United Nations
(2) Study, in detail, the work of the United Nations in areas of maintaining world peace
(3) Examine the work of the United Nations and its regional organizations in economic and social domains, e.g., the New World Economic Order and the New World Information Order
(4) Examine and evaluate the United Nations activities in areas of human rights, apartheid, poverty and hunger, etc.

3.4 Content guidelines

It is recommended that in order to accomplish these stated objectives, the teachers in training as well as those in service must be provided with the content of the subject matter. It is understood that a teacher cannot teach his pupils anything if he does not possess adequate knowledge of the subject matter of what to teach. Teachers who are going to teach the pupils about the United Nations and its agencies must first of all possess a working knowledge of the United Nations system and its agencies.

3.5 Suggested topics
(1) Origin, purposes and principles of the United Nations
(2) Main organs of the United Nations

General Assembly	Trusteeship Council
Security Council	International Court of Justice
Economic and Social Council	The Secretariat

(3) The United Nations at work
Maintaining world peace especially in the troubled areas of the world

Disarmament	Human Rights activities
Apartheid	Work of specialized agencies (e.g. ILO, FAO, UNESCO, WHO, etc.)
Economic and social progress	Membership of the United Nations

(4) The work of non-governmental organizations (NGOs) in the promotion of peace and international understanding

NB: These are broad general headings. It is suggested that for effective and efficient teaching, a detailed teachers' guide is prepared. It is expected that details under each topic will equally be studied in the way the training institutions may choose.

3.6 Methodology

Educators are becoming increasingly aware that the lecture method alone is not adequate and students should, therefore, be exposed to and be involved in the use of a variety of methods while in training. Other methods should include role playing, inquiry method and use of resource persons. They should be taught how to use appropriate teaching aids like the Teachers' Guide, UNESCO series, films and all that helps to enhance their understanding of the United Nations.

They must equally learn how to organize out of classroom activities like UN clubs, conferences and debates and participation in Associated School Projects. They must be able to prepare their own teaching materials that they consider will help them in their learning and teaching. Where possible, they should visit UN agencies, especially those situated in their own countries. It is also recommended that for part of their course, students should be shown how to integrate topics about the U.N. system and international understanding generally into specific subject areas as they may find in schools.

3.7 Evaluation

Evaluation should be an ongoing process in any learning and teaching situation. It is observed that teachers evaluate adequately the cognitive aspect of learning through "paper and pencil" approach, both the affective domain and the skills learned must equally be evaluated.

There is not much on evaluating the affective outcomes of learning yet, however, the use of observation skills in studying the trainees in their interactions with others must be employed. Checklists of students behaviour on certain traits of human relations like co-operation, helping others and voluntarily assisting others in times of need, can be used where applicable.

Self-evaluation by the trainees of their own colleagues through the use of questionnaires must equally be encouraged.

3.8 Evaluation of materials

One other area where evaluation is necessary is the use of prepared and available teaching aids. Student teachers during their training must be exposed to how to evaluate teaching aids they are going to use in their classrooms.

They must also be able to assess the suitability of the materials for their pupil's age, maturity, and intellectual capability. Teaching aids like films, film strips, textbooks, etc., need to be previewed and evaluated to determine whether they are within the level of understanding of their pupils before the materials are put to use in the classroom.

4. BASIC REFERENCES

(1) "World problems in the classroom" (1981) No. 41 in Educational Studies and Documents. Published by UNESCO, Paris, 75700, France.

(2) "Some Suggestions on Teaching about Human Rights" (1978-second impression). Published by UNESCO, Paris, 75700, France.

(3) "Disarmament Fact Sheets". Published by Department for Disarmament Affairs. United Nations, New York, New York 10017, United States of America.

(4) "Regional strategy to achieve health for all by the year 2000" (1980). Published by the World Health Organization, Regional Office for Africa, Brazzaville, Congo, Africa.

(5) "Basic Facts about the United Nations" (1980). Published by the United Nations, New York, New York 10017, United States of America.

(6) "UNESCO Source Book on Social Studies" (1981). Published by UNESCO, Paris, 75700, France.

(7) U.N. Day Student Leaflet, Published by Department of Public Information United Nations Secretariat, New York, New York 10017, United States of America.

(8) Collection of Model Teaching Units about the United Nations. Published by DPI/UN Secretariat, New York, New York 10017, United States of America.

Recommendations

Considering the importance of education for peace, security, international understanding, fundamental freedoms, co-operation, etc. and being aware of the positive results achieved in different Member States in teaching about the aims and activities of the United Nations and its specialized agencies, we recommend:

To the United Nations

(1) If teachers are to follow aspects of this guideline, they must have access to adequate and appropriate teaching resources. We urge the United Nations Department of Public Information to establish an Educational Review Committee with the objective of assessing the educational value of the United Nations materials intended for educators.

(2) We strongly urge that UNESCO either commissions or establishes a Curriculum Research and Development Unit whose task would be to carry out research and to advise teachers and educators generally on how to effectively evaluate teaching and learning in the affective domain in education for international understanding.

(3) We recommend as an urgent priority that UNESCO with assistance from the United Nations Department of Public Information, publishes a loose-leafed folder giving specific suggestions to teachers on education for international understanding, sources and addresses for information, teaching materials, films and video-tapes, film strips and other classroom resources. The information could be up-dated from time to time and easily inserted into the folder.

(4) We urge the setting up by the United Nations Department of Public Information of an easily transportable mobile exhibition for use at trade fairs, major conferences, etc., oriented towards informing the public about the United Nations system and its activities.

To Member States

(1) Considering the urgent problems of our times and the need to increase awareness and positive attitudes towards the resolution of these problems, Member States are urged to make available to teachers the greatest possible use of press, radio and other visual media in order that their students are exposed to the happenings of the world.

(2) Considering the importance of the Third Development Decade of the United Nations toward the rapid socio-economic development of the Third World, Member States are urged to give special emphasis to making use of education as an essential tool for achieving their development goals.

(3) Considering the need for basic education in developing countries as a fundamental right, Member States are urged to continue their efforts with greater vigour to eradicate illiteracy in the shortest possible time without discrimination of sex, race, creed, etc.

(4) Considering the important role of youth as the future catalysts of change, Member States are urged to encourage all activities and organizations which bring young people into contact with each other, especially in the international setting and specifically in view of the International Youth Year, 1985.

(5) Where schools are known to be tackling work of an international nature in any country, Ministries of Education are urged to seek the co-operation of local Commissions for UNESCO and of the United Nations Information Centres or Services to ensure that regular newsletters, bulletins and other easily posted materials are sent to those schools. Furthermore, local teachers-training institutions could act as network centres to disseminate information and ideas to their associated schools.

(6) We especially commend the formation or re-invigoration of UNESCO clubs, United Nations clubs and Associated Schools Projects in Member States in furthering the aims of education for international understanding.

To Educators

(1) The effectiveness of teaching about the United Nations depends on the quality of the teachers. It is therefore necessary that the teacher should have a broad understanding of world problems and have access to new supplementary materials to aid effective teaching about the United Nations and its agencies in the classroom.

(2) We commend that all teaching concerned with the United Nations system first use local, national and then international examples of good practice. This will help to avoid the mis-representation of the United Nations as being "out there" and "doing good" and of no particular concern to the student because he is not personally involved.

(3) We urge a flexible interdisciplinary approach to teaching this international material. Education for international understanding and peace is a concept which is caught rather than taught. Opinions are best formulated where both student and teacher share a meaningful dialogue on the issues which confront them. Other teaching methods should include field visits and visits to the school or institution by foreign visitors, experts, travellers and others who can bring their first-hand experiences to the classroom.

App. D

To the General Public

Considering the importance Member States need to attach to education for international understanding in view of the prevailing world situation, and the necessity of ensuring total commitment from all sectors of society to enable the educators' efforts to succeed towards creating a better world now and in the future, we participants have decided to launch an appeal to promote education for peace, international understanding and co-operation which is attached hereto.

The participants of this United Nations 21st Seminar for Educators assume a facilitating role in promoting this list of recommendations in their respective countries.

APPEAL TO ALL OF GOODWILL WHO SEEK TO DEMONSTRATE THROUGH PROFESSIONAL CHANNELS INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AMONGST THE NATIONS OF THE WORLD

(adopted at the United Nations Fellowship Programme for Educators, Addis Ababa, 19 October to 6 November, 1981)

We, the participants of the 21st United Nations Fellowship Programme for Educators, organized in Addis Ababa, Ethiopia, from 19 October to 6 November 1981, wish to re-affirm the following Declaration from the United Nations:

- the Declaration of Fundamental Principles Concerning the Contribution of the Mass Media to strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War, adopted by the General Conference of UNESCO at its 20th session;
- the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms adopted by the General Assembly of UNESCO in 1974;
- the resolution, A/RES/33/73 adopted by the General Assembly of the United Nations at its 33rd plenary meeting on 15 December, 1978 entitled Declaration on the Preparation of Societies for Life in Peace.

We, therefore, find that teaching about the principles of the United Nations is a life-long process and we seek the goodwill and assistance of all professional like-minded and committed people to share in our purpose of promoting education for international understanding, co-operation and peace and fundamental freedoms in all levels of society.

We are aware of the grave dangers which face our world and feel that those whose task it is to pass on to future citizens a more enlightened and optimistic view would wish to share in our aspiration to be determined to reduce and eventually to overcome the many problems which face us all.

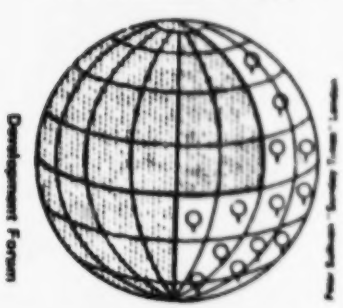
We therefore **APPEAL:**

1. to all regional, national and international associations, organizations and institutions
2. to all those responsible for the media - journalists, film makers and writers
3. to everyone who sees education as the key to the future prosperity and happiness of the world

TO SUPPORT AND ENCOURAGE: Educators and like-minded people at all their efforts to:

1. develop a spirit of mutual understanding in everyone with whom they come into contact or for whom they are responsible
2. show and appreciate the role of the United Nations and other organizations in helping to promote these objectives
3. urge each individual to make his own contribution to realizing these objectives
4. eradicate all forms of social injustice and discrimination, especially the apartheid movement in South Africa.

BY THE YEAR 2000



¾ of the Northern World and ⅓ the Southern World will be living in cities

UNESCO ASSOCIATED SCHOOLS PROJECT - a description

from Unesco Associated Schools Project information kit, UNESCO, 1979.

The promotion of international co-operation and peace through school education has from the outset been one of Unesco's basic aims. During the early years of the Organization, educationists and teachers working in collaboration with Unesco produced an impressive stock of new ideas and suggestions on education for international understanding. It was felt that Unesco should help schools and teachers put these into practice. Thus, with a planning meeting held in November 1953, the Associated Schools Project in Education for International Co-operation and Peace came into being as the logical next step in Unesco's action to promote education in schools for international understanding and peace.

At the first meeting of Associated Schools held in Paris, there were 21 participants, representing a total of 33 schools in 15 Member States. There are now approximately 1,300 participating institutions in 74 Member States at primary, secondary and teacher-training levels.* Member institutions are to be found in Africa, Asia, Oceania, the Middle East, Europe, Latin America and North America, in countries representing not only different cultural traditions and different stages of development, but also different economic and social systems.

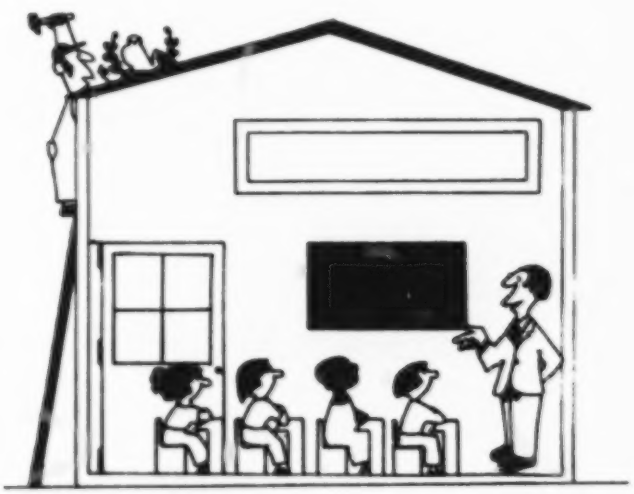
The objectives of the Project are twofold: (a) to carry out experimental work and special programmes in the development of new teaching methods, techniques and materials for education for international understanding and (b) to facilitate exchanges of information, correspondence, teaching materials, students and teachers between schools in different countries.

The Associated Schools Project has served as an effective means of extending to educational institutions in many different countries the Organization's educational activity for international understanding and peace. Valuable experience has been gained over the past years by the Project in regard to methods and programmes as well as research and evaluation problems. It has produced substantial results in many countries—for example, the better adaptation of curricula and programmes to the purposes of international understanding, the production of new teaching materials, and increased interest on the part of educational authorities and teachers in the problem as a whole and in such matters as educational research and development.

In the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the General Conference at its eighteenth session, Member States are invited to take advantage of the experience gained by Associated Schools to strengthen and renew their contribution to education for international understanding and the general application of their results.

It is obvious that the role of education in the establishment of real and lasting peace among the peoples of the world is vital. However, the promotion of such education is not always an easy task to accomplish and there is still a wide disparity between proclaimed ideals, declared intentions and actual situations. The Associated Schools Project can serve as an important vehicle for the advancement of peace and respect for human rights.

* In 1982 there were over 1500 participating institutions in over 80 countries (see Appendix H)



UNESCO poster

Appendix F

A/RES/33/73. DECLARATION ON THE PREPARATION OF SOCIETIES FOR LIFE IN PEACE

Date: 15 December 1978
Report: A/33/486

The General Assembly,

Recalling that in the Charter the peoples of the United Nations proclaimed their determination to save succeeding generations from the scourge of war and that one of the fundamental purposes of the United Nations is to maintain international peace and security,

Reaffirming that, in accordance with General Assembly resolution 95(I) of 11 December 1946, planning, preparation, initiation or waging of a war of aggression are crimes against peace and that, pursuant to the Declaration on Principles of International Law concerning Friendly Relations and Co-operation among States in accordance with the Charter of the United Nations, of 24 October 1970,[67] and the Definition of Aggression of 14 December 1974,[68]

Reaffirming the right of individuals, States and all mankind to life in peace,

Aware that, since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed,

Recognizing that peace among nations is mankind's paramount value, held in the highest esteem by all principal political, social and religious movements,

Guided by the lofty goal of preparing societies for and creating conditions of their common existence and co-operation in peace, equality, mutual confidence and understanding,

Recognizing the essential role of Governments, as well as governmental and non-governmental organizations, both national and international, the mass media, educational processes and teaching methods, in promoting the ideals of peace and understanding among nations,

Convinced that, in the era of modern scientific and technological progress, mankind's resources, energy and creative talents should be directed to the peaceful economic, social and cultural development of all countries, should promote the implementation of the new international economic order and should serve the raising of the living standards of all nations,

Stressing with utmost concern, that the arms race, in particular in the nuclear field, and the development of new types and systems of weapons, based on modern scientific principles and achievements, threaten world peace,

Recalling that, in the Final Document of the Tenth Special Session of the General Assembly,[69] the States Members of the United Nations solemnly reaffirmed their determination to make further collective efforts aimed at strengthening peace and international security and eliminating the threat of war, and agreed that, in order to facilitate the process of disarmament, it was necessary to take measures and pursue policies to strengthen international peace and security and to build confidence among States,

Reaffirming the principles contained in the Declaration on the Granting of Independence to Colonial Countries and Peoples, of 14 December 1960,[70] the Declaration on the Strengthening of International Security of 16 December 1970,[71] and the Declaration on the Deepening and Consolidation of International Détente, of 19 December 1977,[72]

Recalling the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, of 7 December 1965,[73]

Further recalling the Universal Declaration of Human Rights, of 10 December 1948,[74] as well as the International Covenant on Civil and Political Rights, of 16 December 1966,[75] and bearing in mind that the latter states, inter alia, that any propaganda for war shall be prohibited by law,

I

Solemnly invites all States to guide themselves in their activities by the recognition of the supreme importance and necessity of establishing, maintaining and strengthening a just and durable peace for present and future generations and, in particular, to observe the following principles:

1. Every nation and every human being, regardless of race, conscience, language or sex, has the inherent right to life in peace. Respect for that right, as well as for the other human rights, is in the common interest of all mankind and an indispensable condition of advancement of all nations, large and small, in all fields.

2. A war of aggression, its planning, preparation or initiation are crimes against peace and are prohibited by international law.

3. In accordance with the purposes and principles of the United Nations, States have the duty to refrain from propaganda for wars of aggression.

4. Every State, acting in the spirit of friendship and good-neighbourly relations, has the duty to promote all-round, mutually advantageous and equitable political, economic, social and cultural co-operation with other States, notwithstanding their socio-economic systems, with a view to securing their common existence and co-operation in peace, in conditions of mutual understanding of and respect for the identity and diversity of all peoples, and the duty to take up actions conducive to the furtherance of the ideals of peace, humanism and freedom.

5. Every State has the duty to respect the right of all peoples to self-determination, independence, equality, sovereignty, the territorial integrity of States and the inviolability of their frontiers, including the right to determine the road of their development, without interference or intervention in their internal affairs.

6. A basic instrument of the maintenance of peace is the elimination of the threat inherent in the arms race, as well as efforts towards general and complete disarmament, under effective international control, including partial measures with that end in view, in accordance with the principles agreed upon within the United Nations and relevant international agreements.

7. Every State has the duty to discourage all manifestations and practices of colonialism, as well as racism, racial discrimination, and apartheid, as contrary to the right of peoples to self-determination and to other human rights and fundamental freedoms.

8. Every State has the duty to discourage advocacy of hatred and prejudice against other peoples as contrary to the principles of peaceful co-existence and friendly co-operation.

II

Calls upon all States, in order to implement the above principles:

(a) To act perseveringly and constantly, with due regard for the constitutional rights and the role of the family, the institutions and organizations concerned:

(i) To ensure that their policies relevant to the implementation of the present Declaration, including educational processes and teaching methods as well as media information activities, incorporate contents compatible with the task of the preparation for life in peace of entire societies and, in particular, the young generations;

(ii) Therefore, to discourage and eliminate incitement to racial hatred, national or other discrimination, injustice or advocacy of violence and war;

(b) To develop various forms of bilateral and multilateral co-operation, also in international, governmental and non-governmental organizations, with a view to enhancing preparation of societies to live in peace and, in particular, exchanging experiences on projects pursued with that end in view;

III

1. *Recommends* that the government and non-governmental organizations concerned should initiate appropriate action towards the implementation of the present Declaration;

2. *States* that a full implementation of the principles enshrined in the present Declaration calls for a concerted action on the part of Governments, the United Nations, its specialized agencies, in particular the United Nations Educational, Scientific and Cultural Organization, as well as other interested international and national organizations, both governmental and non-governmental;

3. *Requests* the Secretary-General to follow the progress made in the implementation of the present Declaration and to submit periodic reports thereon to the General Assembly, the first such report to be submitted not later than at its thirty-sixth session.

67. Resolution 2625 (XXV), annex.
68. Resolution 3314 (XXIX), annex.
69. Resolution S-10/2.
70. Resolution 1514 (XV).
71. Resolution 2734 (XXV).
72. Resolution 32/155.
73. Resolution 2037 (XX).
74. Resolution 217A (III).
75. Resolution 2200A (XXI), annex.

BEST COPY AVAILABLE

Appendix G

[*Original: English*]
[*7 September 1982*]

Report of the Secretary-General on the work of the Organization

The past year has seen an alarming succession of international crises as well as stalemates on a number of fundamental international issues. The United Nations itself has been unable to play as effective and decisive a role as the Charter certainly envisaged for it. Therefore, in this, my first annual report to the General Assembly, I shall depart from the usual practice of surveying the broad range of the work of the United Nations; instead I shall focus on the central problem of the Organization's capacity to keep the peace and to serve as a forum for negotiations. I shall try to analyse its evident difficulties in doing so, difficulties related to conflicts between national aims and Charter goals and to the current tendency to resort to confrontation, violence and even war in pursuit of what are perceived as vital interests, claims or aspirations. The general international divisions and disorder which have characterized the past year have unquestionably made it even more difficult than usual for the Organization to be, as it was intended to be, a centre for harmonizing the actions of nations in the attainment of common ends.

The problems faced by the United Nations in fulfilling its mission derive in large measure from the difficulties which Governments appear to have in coming to terms, both within and outside the Organization, with the harsh realities of the time in which we live. This question is, of course, highly relevant to the use, misuse or non-use of the United Nations as an instrument for peace and rational change.

I am of the view that we now have potentially better means to solve many of the major problems facing humanity than ever before. For this reason I retain, in the last analysis, a sense of optimism. This basic optimism, however, is tempered by our apparent inability to make adequate use of these means. Instead we sometimes appear still to be in the grip of the dead hand of a less fortunate past. As a result we often lack the vision to differentiate between short-term advantage and long-term progress, between politically expedient positions and the indispensable objective of creating a civilized and peaceful world order. While such attitudes do not affect the validity of the ideals of the Charter, they seriously impair the proper utilization of the machinery of the United Nations for the purposes for which it was set up.

• • •

We live today in the presence of a chilling and unprecedented phenomenon. At the peak of world power there exist enough nuclear weapons to destroy life on our planet. It seems evident that nothing worthwhile would survive such a holocaust, and this fact, above all else, contains the nuclear confrontation—for the time being at least.

In the middle level of world power there exist vast quantities of sophisticated, so-called conventional weapons. Indeed we have seen some of them in devastating action this very year. These weapons are, by comparison with those of former times, immensely destructive, and they are actually being used. They are also the objects of a highly profitable international trade.

At yet another level we have the poverty of a vast proportion of the world's population—a deprivation inexplicable in terms either of available resources or of the money and ingenuity spent on armaments and war. We have unsolved but soluble problems of economic relations, trade, distribution of resources and technology. We have many ideas and plans as to how to meet the growing needs of the large mass of humanity, but somehow such human considerations seem to take second place to the technology and funding of violence and war in the name of national security.

It is for these reasons that our peoples, especially the young, take to the streets in their hundreds of thousands in many parts of the world to proclaim their peaceful protest against the existing situation and their deep fear of the consequences of the arms race and nuclear catastrophe. Who can say that these gentle protesters are wrong or misguided? On the contrary, they recall us to the standards and the duties which we set ourselves in the Charter of the United Nations. The States Members of this Organization should not ignore the significance of what they are trying to say.

• • •

What in reality is the role and the capacity of the United Nations in such a world? Our Charter was born of six years of global agony and destruction. I sometimes feel that we now take the Charter far less seriously than did its authors, living as they did in the wake of a world tragedy. I believe therefore that an important first step would be a conscious recommitment by Governments to the Charter.

Certainly we have strayed far from the Charter in recent years. Governments that believe they can win an international objective by force are often quite ready to do so, and domestic opinion not infrequently applauds such a course. The Security Council, the primary organ of the United Nations for the maintenance of international peace and security, all too often finds itself unable to take decisive action to resolve international conflicts and its resolutions are increasingly defied or ignored by those that feel themselves strong enough to do so. Too frequently the Council seems powerless to generate the support and influence to ensure that its decisions are respected, even when these are taken unanimously. Thus the process of peaceful settlement of disputes prescribed in the Charter is often brushed aside. Sterner measures for world peace were envisaged in Chapter VII of the Charter, which was conceived as a key element of the United Nations system of collective security, but the prospect of realizing such measures is now deemed almost impossible in our divided international community. We are perilously near to a new international anarchy.

I believe that we are at present embarked on an exceedingly dangerous course, one symptom of which is the crisis in the multilateral approach in international affairs and the concomitant erosion of the authority and status of world and regional intergovernmental institutions. Above all, this trend has adversely affected the United Nations, the instrument that was created specifically to prevent such a self-destructive course. Such a trend must

be reversed before once again we bring upon ourselves a global catastrophe and find ourselves without institutions effective enough to prevent it.

• • •

While I do not propose here to review in detail specific situations and developments, it is, of course, my deep concern about them that leads me to examine the underlying deficiencies of our present system. The tragedy of Lebanon and the imperative need to resolve the problem of the Middle East in all its aspects, including the legitimate rights of the Palestinians and the security of all States in the region; the war between Iran and Iraq; the political situation relating to Afghanistan; the prevailing convulsion of Central America; questions relating to Kampuchea; painful efforts to reach a settlement in Cyprus; the situation in Western Sahara and in the Horn of Africa—these and other potential conflict situations, although often differing widely in their nature, should all be responsive to a respected international system for the peaceful settlement of disputes. Even in the sudden crisis over the Falkland Islands (Malvinas), despite the intensive negotiations which I conducted with the full support and encouragement of the Security Council and which endeavoured to narrow the differences between the parties, it nevertheless proved impossible in the end to stave off the major conflict.

Yet in all of these cases, all of the parties would have gained immeasurably in the long run from the effectiveness of a system for the peaceful settlement of disputes. In the case of Namibia we now see some signs of the possibility of a solution after many setbacks. Let us hope that this will prove a welcome exception to the general rule. But the lesson is clear—something must be done, and urgently, to strengthen our international institutions and to adopt new and imaginative approaches to the prevention and resolution of conflicts. Failure to do so will exacerbate precisely that sense of insecurity which, recently, cast its shadow over the second special session of the General Assembly devoted to disarmament. Despite present difficulties, it is imperative for the United Nations to dispel that sense of insecurity through joint and agreed action in the field of disarmament, especially nuclear disarmament.

I must mention here some of the other main sides of our work. There is the promotion and protection of human rights throughout the world, to which I intend to devote, as a matter of high priority, the attention that is called for by the Charter and made all the more imperative by the current state of world affairs. There are the great humanitarian challenges, often involving large numbers of refugees and displaced persons, whose plight in many parts of the world is the tragic reflection of political strife and economic distress. There is the grave and as yet unsolved problem of *apartheid*. There is, furthermore, the whole spectrum of issues related to social and economic development, which so vitally affect both present conditions and future prospects. My statement to the Economic and Social Council on 7 July of this year provided an opportunity to review the latter, to call for action and to express my concern on the stalemate in the North-South dialogue and the difficulties encountered in furthering global negotiations and measures to promote world economic recovery.

In our endeavour to carry out this extremely wide and demanding range of tasks, a fundamental requirement is the continued dedication, integrity and professionalism of the international civil service. I expect the highest standards from the staff of the Secretariat and, for my part, am determined to protect their independence and to ensure that performance and merit are the essential criteria for professional advancement. I have already defined as one of my first priorities the attainment of enhanced efficiency in the Secretariat, which must be worthy of the full confidence of Member States. I will continue to devote every effort towards an improved, unified and coherent administration.

• • •

It seems to me that our most urgent goal is to reconstruct the Charter concept of collective action for peace and security so as to render the United Nations more capable of carrying out its primary function. It was the lack of an effective system of collective security through the League of Nations that, among other factors, led to the Second World War. Although we now face a vastly changed world situation, Governments in fact need more than ever a workable system of collective security in which they can have real confidence. Without such a system, Governments will feel it necessary to arm themselves beyond their means for their own security, thereby increasing the general insecurity. Without such a system, the world community will remain powerless to deal with military adventures which threaten the very fabric of international peace, and the danger of the widening and escalation of local conflicts will be correspondingly greater. Without such a system there will be no reliable defence or shelter for the small and weak. And without such a system all of our efforts on the economic and social side, which also need their own collective impetus, may well falter.

• • •

There are many ways in which Governments could actively assist in strengthening the system prescribed in the Charter. More systematic, less last-minute use of the Security Council would be one means. If the Council were to keep an active watch on dangerous situations and, if necessary, initiate discussions with the parties before they reach the point of crisis, it might often be possible to defuse them at an early stage before they degenerate into violence.

Unfortunately there has been a tendency to avoid bringing critical problems to the Security Council, or to do so too late for the Council to have any serious influence on their development. It is essential to reverse this trend if the Council is to play its role as the primary world authority for international peace and security. I do not believe that it is necessarily wise or responsible of the Council to leave such matters to the judgement of the conflicting parties to the point where the Council's irrelevance to some ongoing wars becomes a matter of comment by world public opinion.

In recent years the Security Council has resorted increasingly to the valuable process of informal consultations. However there is sometimes a risk that this process may become a substitute for action by the Security Council or even an excuse for inaction. Along the same line of thought, it may be useful for the Council to give renewed consideration to reviewing and streamlining its practices and procedures with a view to acting swiftly and decisively in crises.

Adequate working relations between the permanent members of the Security Council are a *sine qua non* of the Council's effectiveness. Whatever their relations may be outside the United Nations, within the Council the permanent members, which have special rights and special responsibilities under the Charter, share a sacred trust that should not go by default owing to their bilateral

difficulties. When this happens, the Council and therefore the United Nations are the losers, since the system of collective security envisaged by the Charter presupposes, at the minimum, a working relationship among the permanent members. I appeal to the members of the Council, especially its permanent members, to reassess their obligations in that regard and to fulfil them at the high level of responsibility indicated in the Charter.

There is a tendency in the United Nations for Governments to act as though the passage of a resolution absolved them from further responsibility for the subject in question. Nothing could be further from the intention of the Charter. In fact resolutions, particularly those unanimously adopted by the Security Council, should serve as a springboard for governmental support and determination and should motivate their policies outside the United Nations. This indeed is the essence of the treaty obligation which the Charter imposes on Member States. In other words the best resolution in the world will have little practical effect unless Governments of Member States follow it up with the appropriate support and action.

Very often the Secretary-General is allotted the function of following up on the implementation of a resolution. Without the continuing diplomatic and other support of Member States, the Secretary-General's efforts often have less chance of bearing fruit. Concerted diplomatic action is an essential complement to the implementation of resolutions. I believe that in reviewing one of the greatest problems of the United Nations—lack of respect for its decisions by those to whom they are addressed—new ways should be considered of bringing to bear the collective influence of the membership on the problem at hand.

The same consideration applies to good offices and negotiations of various kinds undertaken at the behest of the Security Council. Very often a Member State or group of Member States with a special relationship to those involved in such negotiations could play an extremely important reinforcing role in promoting understanding and a positive attitude.

In order to avoid the Security Council becoming involved too late in critical situations, it may well be that the Secretary-General should play a more forthright role in bringing potentially dangerous situations to the attention of the Council within the general framework of Article 99 of the Charter. My predecessors have done this on a number of occasions, but I wonder if the time has not come for a more systematic approach. Most potential conflict areas are well known. The Secretary-General has traditionally, if informally, tried to keep watch for problems likely to result in conflict and to do what he can to pre-empt them by quiet diplomacy. The Secretary-General's diplomatic means are, however, in themselves quite limited. In order to carry out effectively the preventive role foreseen for the Secretary-General under Article 99, I intend to develop a wider and more systematic capacity for fact-finding in potential conflict areas. Such efforts would naturally be undertaken in close co-ordination with the Council. Moreover, the Council itself could devise more swift and responsive procedures for sending good offices missions, military or civilian observers or a United Nations presence to areas of potential conflict. Such measures could inhibit the deterioration of conflict situations and might also be of real assistance to the parties in resolving incipient disputes by peaceful means.

• • •

Peace-keeping operations have generally been considered to be one of the most successful innovations of the United Nations, and certainly their record over the years is one of which to be proud. They have proved to be a most useful instrument of de-escalation and conflict control and have extended the influence of the Security Council into the field in a unique way. I may add that United Nations peace-keeping operations have traditionally shown an admirable degree of courage, objectivity and impartiality. This record, which is a great credit to the Organization, is sometimes overlooked in the heat of partisanship.

The limitations of peace-keeping operations are less well understood. Thus when, as happened recently, a peace-keeping operation is overrun or brushed aside, the credibility both of the United Nations and of peace-keeping operations as such is severely shaken.

It is not always realized that peace-keeping operations are the visible part of a complex framework of political and diplomatic efforts and of countervailing pressures designed to keep the peace-keeping efforts and related peace-making efforts effective. It is assumed that the Security Council itself and those Member States in a position to bring influence to bear will be able to act decisively to ensure respect for decisions of the Council. If this framework breaks down, as it did for example in Lebanon last June, there is little that a United Nations peace-keeping force can by itself do to rectify the situation. Indeed in such circumstances it tends to become the scapegoat for the developments that follow.

Peace-keeping operations can function properly only with the co-operation of the parties and on a clearly defined mandate from the Security Council. They are based on the assumption that the parties, in accepting a United Nations peace-keeping operation, commit themselves to co-operating with it. This commitment is also required by the Charter, under which all concerned have a clear obligation to abide by the decisions of the Council. United Nations peace-keeping operations are not equipped, authorized, or indeed made available, to take part in military activities other than peace-keeping. Their main strength is the will of the international community which they symbolize. Their weakness comes to light when the political assumptions on which they are based are ignored or overridden.

I recommend that Member States, especially the members of the Security Council, should again study urgently the means by which our peace-keeping operations could be strengthened. An increase in their military capacity or authority is only one possibility—a possibility which may well give rise in some circumstances to serious political and other objections. Another possibility is to underpin the authority of peace-keeping operations by guarantees, including explicit guarantees for collective or individual supportive action.

In recent months, two multinational forces were set up outside the framework of the United Nations to perform peace-keeping tasks, because of opposition to United Nations involvement either within or outside the Security Council. While understanding the circumstances which led to the establishment of these forces, I find such a trend disturbing because it demonstrates the difficulties the Security Council encounters in fulfilling its responsibilities as the primary organ for the maintenance of international peace and security in the prevailing political conditions.

• • •

We should examine with the utmost frankness the reasons for the reluctance of parties to some conflicts to resort to the Security Council or to use the machinery of the United Nations. The fact is that the Council too often

finds itself on the sidelines at a time when, according to the Charter, its possibilities should be used to the maximum. Allegations of partisanship, indecisiveness or incapacity arising from divisions among Member States are sometimes invoked to justify this side-tracking of the Council. We should take such matters with the utmost seriousness and ask ourselves what justifications, if any, there are for them and what can be done to restore the Council to the position of influence it was given in the Charter.

This last problem also applies to other organs of the United Nations and brings me to the question of the validity and utility of the United Nations as a negotiating forum. We have seen, in the case of the law of the sea for example, what remarkable results can be achieved in well-organized negotiations within the United Nations framework, even on the most complex of issues and even though there was no unanimous agreement. On the peace and security side, the Security Council has shown and continues to show that it is often capable of negotiating important basic resolutions on difficult problems. The General Assembly also has to its credit historic documents negotiated in that organ and in its subsidiary organs, not only on the political but also on the economic and social side.

But in spite of all this I am concerned that the possibilities of the United Nations, especially of the Security Council, as a negotiating forum for urgent international problems are not being sufficiently realized or used. Let us consider what is perhaps our most formidable international problem—the Middle East. It is absolutely essential that serious negotiations on the various aspects of that problem involve all the parties concerned at the earliest possible time. Far too much time has already elapsed, far too many lives and far too many opportunities have been lost, and too many *faits accomplis* have been created.

I feel that the Security Council, the only place in the world where all of the parties concerned can sit at the same table, could become a most useful forum for this absolutely essential effort. But if this is to be done, careful consideration will have to be given to what procedures, new if necessary, should be used and what rules should govern the negotiations. I do not believe that a public debate, which could well become rhetorical and confrontational, will be enough. Other means will have to be used as well if negotiations on such a complex and deeply rooted problem are to have any useful outcome. The devising of such means is certainly well within the ingenuity and capacity of concerned Member States.

A related question to which we should give more consideration concerns what are productive and what are counter-productive approaches to the different aspects of our work. Obviously, a parliamentary debate may generate rhetoric, and sometimes even a touch of acrimony. But negotiations and the resolution of urgent problems require a different approach. Debate without effective action erodes the credibility of the Organization. I feel that in the United Nations, if we wish to achieve results, we must make a more careful study of the psychological and political aspects of problems and address ourselves to our work accordingly. It is insufficient to indulge in a course of action that merely tends to strengthen extreme positions.

• • •

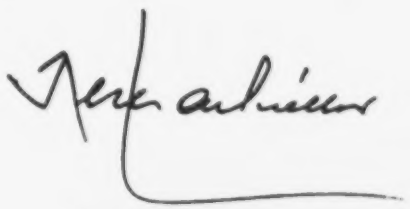
The United Nations is now 37 years old. It has survived a period of unprecedented change in almost all aspects of human life. The world of 1982 is vastly different from that of 1945, and that difference is reflected in the United Nations. In other words, the Organization has had to adapt to new circumstances to a quite unexpected extent. But it is not enough for the United Nations merely to reflect change or conflict. The Organization was intended to present to the world the highest common denominator of international behaviour and, in doing so, to develop a binding sense of international community. It was to that end that Governments drafted and ratified the Charter. Amid the various perils that now threaten the orderly progress of humanity, I hope that we can rally once again to the standards of the Charter, beginning with the peaceful settlement of disputes and steadily branching out towards the other objectives of that prophetic document.

Finally let me appeal to all Governments to make a serious effort to reinforce the protective and pre-emptive ring of collective security which should be our common shelter and the most important task of the United Nations. The will to use the machinery of the Charter needs to be consciously strengthened, and all Governments must try to look beyond short-term national interests to the great possibilities of a more stable system of collective international security, as well as to the very great perils of failing to develop such a system. For these reasons I would suggest that consideration be given to the usefulness of holding a meeting of the Security Council at the highest possible level, one object of which might be to discuss in depth some of the problems I have mentioned.

• • •

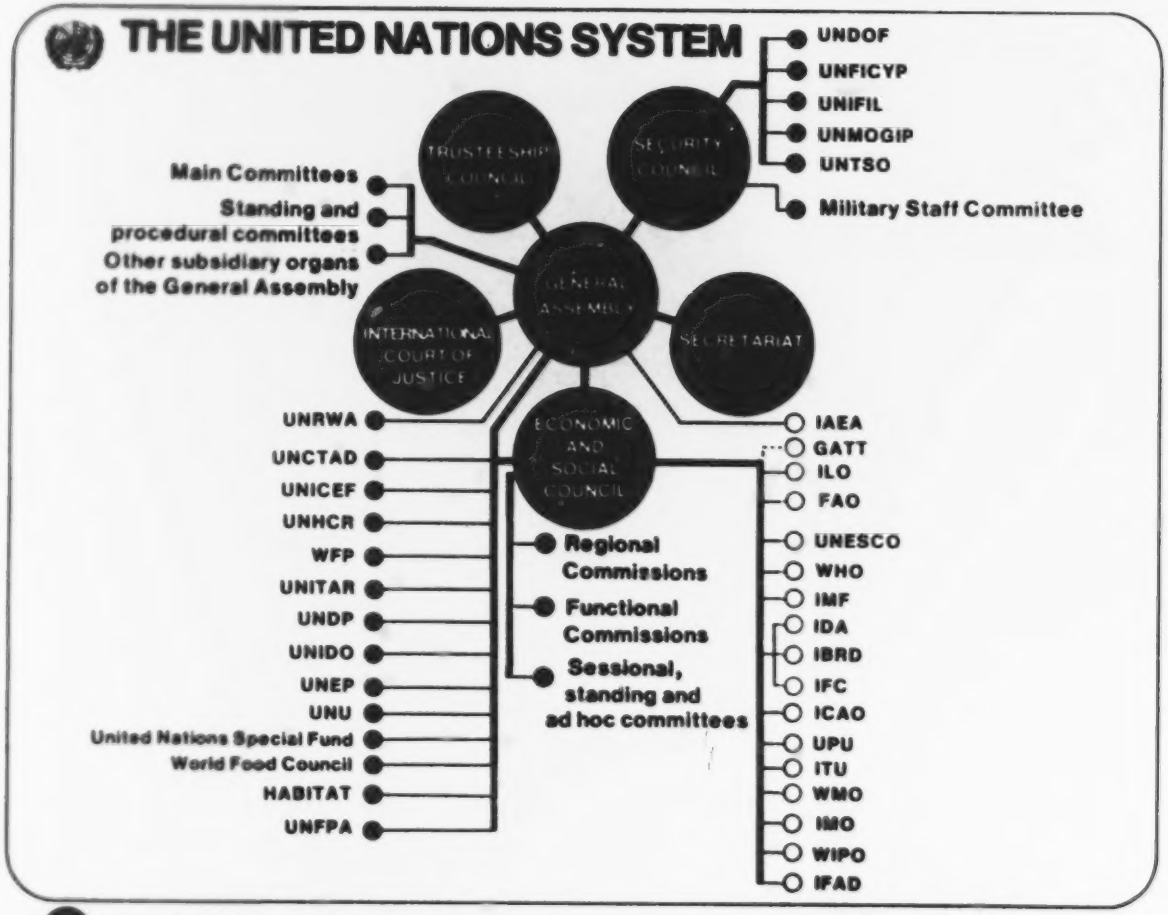
Member States will, I hope, understand if I end this report on a personal note. Last year I was appointed Secretary-General of this Organization, which embodies the noblest hopes and aspirations of the peoples of the world and whose functions and aims under the Charter are certainly the highest and most important ever entrusted to an international institution. This year, time after time we have seen the Organization set aside or rebuffed, for this reason or for that, in situations in which it should, and could, have played an important and constructive role. I think this tendency is dangerous for the world community and dangerous for the future. As one who has to play a highly public role in the Organization, I cannot disguise my deep anxiety at present trends, for I am absolutely convinced that the United Nations is indispensable in a world fraught with tension and peril. Institutions such as this are not built in a day. They require constant constructive work and fidelity to the principles on which they are based.

We take the United Nations seriously when we desperately need it. I would urge that we also seriously consider the practical ways in which it should develop its capacity and be used as an essential institution in a stormy and uncertain world.



Javier PÉREZ DE CUÉLLAR
Secretary-General

BEST COPY AVAILABLE



The graphic presentation of the various United Nations bodies on this chart does not imply the expression of an opinion by the Secretariat of the United Nations concerning the nature of the relationships of the organs, specialized agencies and other organizations in the UN system.

THE UNITED NATIONS SYSTEM AT WORK

PRINCIPAL ORGANS OF THE UNITED NATIONS

New York:	General Assembly	Trusteeship Council
	Security Council	Secretariat
	Economic and Social Council	
The Hague:	International Court of Justice	

OTHER UNITED NATIONS ORGANS

Geneva:	UNHCR	- Office of the United Nations High Commissioner for Refugees
	UNCTAD	- United Nations Conference on Trade and Development
Nairobi:	UNCHS	- United Nations Centre for Human Settlements (HABITAT)
	UNEP	- United Nations Environment Programme
New York:	UNDP	- United Nations Development Programme
	UNFPA	- United Nations Fund for Population Activities
	UNICEF	- United Nations Children's Fund
	UNITAR	- United Nations Institute for Training and Research
Rome:	WFC	- World Food Council
	WFP	- Joint UN/FAO World Food Programme
Tokyo:	UNU	- United Nations University
Vienna:	UNIDO	- United Nations Industrial Development Organization
	UNRWA	- United Nations Relief and Works Agency for Palestine Refugees in the Near East

SPECIALIZED AGENCIES AND OTHER AUTONOMOUS ORGANIZATIONS WITHIN THE SYSTEM

Berne:	UPU	- Universal Postal Union
Geneva:	GATT	- General Agreement on Tariffs and Trade
	ILO	- International Labour Organization
	WHO	- World Health Organization
	ITU	- International Telecommunication Union
	WMO	- World Meteorological Organization
	WIPO	- World Intellectual Property Organization
London:	IMO	- International Maritime Organization
Montreal:	ICAO	- International Civil Aviation Organization
Paris:	UNESCO	- United Nations Educational, Scientific and Cultural Organization
Rome:	FAO	- Food and Agricultural Organization of the United Nations
	IFAD	- International Fund for Agricultural Development
Vienna:	IAEA	- International Atomic Energy Agency
Washington:	IMF	- International Monetary Fund
	IDA	- International Development Association
	IBRD	- International Bank for Reconstruction and Development (WORLD BANK)
	IFC	- International Finance Corporation

REGIONAL COMMISSIONS

Addis Ababa:	ECA	- Economic Commission for Africa
Baghdad:	ECWA	- Economic Commission for Western Asia
Bangkok:	ESCAP	- Economic and Social Commission for Asia and the Pacific
Geneva:	ECE	- Economic Commission for Europe
Santiago:	ECLA	- Economic Commission for Latin America

PEACE-KEEPING OPERATIONS/OBSERVER MISSIONS

UNDOF	*- United Nations Disengagement Observer Force*
UNFICYP	*- United Nations Peace-keeping Force in Cyprus*
UNIFIL	*- United Nations Interim Force in Lebanon*
UNMOGIP	*- United Nations Military Observer Group in India and Pakistan*
UNTSO	*- United Nations Truce Supervision Organization*

MAP NO. 3105.1 UNITED NATIONS
MARCH 1983

BEST COPY AVAILABLE

BEST COPY AVAILABLE

BEST COPY AVAILABLE

MEMBERS OF THE UNITED NATIONS : DATE OF MEMBERSHIP, AREA AND POPULATION 1983

Name of country	Date of Admission	Total area (square kilometres)	Estimated population (mid-year 1981)
Afghanistan	19 Nov. 1946	647 497	16 362 785
Albania	14 Dec. 1955	28 748	2 795 000[a]
Algeria	8 Oct. 1962	2 381 741	19 590 000[a]
Angola	1 Dec. 1976	1 246 700	7 262 000[a]
Antigua and Barbuda	11 Nov. 1981	442	77 000[a]
•Argentina	24 Oct. 1945	2 766 889	28 085 000
•Australia	1 Nov. 1945	7 686 848	14 856 100
•Austria	14 Dec. 1955	83 849	7 510 000
Bahamas	18 Sep. 1973	13 935	248 000[a]
•Bahrain	21 Sep. 1971	622	322 000[a]
•Bangladesh	17 Sep. 1974	143 998	89 655 000
Barbados	9 Dec. 1966	431	266 000[a]
•Belgium	27 Dec. 1945	30 513	9 861 308
Belize	25 Sep. 1981	22 965	167 000[a]
•Benin	20 Sep. 1960	112 622	3 640 000[a]
Bhutan	21 Sep. 1971	47 000	1 325 000[a]
•Bolivia	14 Nov. 1945	1 098 581	5 916 000
Botswana	17 Oct. 1966	600 372	849 000
•Brazil	24 Oct. 1945	8 511 965	121 547 000
•Bulgaria	14 Dec. 1955	110 912	8 890 002
•Burma	19 Apr. 1948	676 552	36 166 000[a]
•Burundi	18 Sep. 1962	27 834	4 348 000[a]
•Byelorussian Soviet Socialist Republic	24 Oct. 1945	207 600	9 642 800[b]
•Canada	9 Nov. 1945	9 976 139	24 213 000
Cape Verde	16 Sep. 1975	4 033	329 000[a]
•Central African Republic	20 Sep. 1960	622 984	2 349 000[a]
•Chad	20 Sep. 1960	1 284 000	4 547 000[a]
•Chile	24 Oct. 1945	756 945	11 294 086
China	24 Oct. 1945	9 596 961	1 007 755 000[c]
•Colombia	5 Nov. 1945	1 138 914	27 093 335[b]
Comoros	12 Nov. 1975	2 171	369 000[a]
Congo	20 Sep. 1960	342 000	1 578 000[a]
•Costa Rica	2 Nov. 1945	50 700	2 270 610
Cuba	24 Oct. 1945	114 524	9 756 100
•Cyprus	20 Sep. 1960	9 251	637 100
•Czechoslovakia	24 Oct. 1945	127 869	15 313 810
Democratic Kampuchea	14 Dec. 1955	181 035	6 826 000[a]
Democratic Yemen	14 Dec. 1967	332 968	2 030 213
•Denmark	24 Oct. 1945	43 069	5 121 572
Djibouti	20 Sep. 1977	22 000	323 000[a]
•Dominica	18 Dec. 1978	751	84 000[a]
•Dominican Republic	24 Oct. 1945	48 734	5 430 879[b]
•Ecuador	21 Dec. 1945	283 561	8 644 000
•Egypt	24 Oct. 1945	1 001 449	43 465 000
El Salvador	24 Oct. 1945	21 393	4 938 000[a]
Equatorial Guinea	12 Nov. 1968	28 051	372 000[a]
•Ethiopia	13 Nov. 1945	1 221 900	32 158 000[a]
Fiji	13 Oct. 1970	18 272	641 000[a]
•Finland	14 Dec. 1955	337 009	4 800 700
•France	24 Oct. 1945	547 026	53 982 740
Gabon	20 Sep. 1960	267 667	555 000[a]
Gambia	21 Sep. 1965	11 295	618 000
•German Democratic Republic	18 Sep. 1973	108 178	16 736 030
•Germany, Federal Republic of	18 Sep. 1973	248 577	61 665 753
•Ghana	8 Mar. 1957	238 537	12 063 000[a]
•Greece	25 Oct. 1945	131 944	9 706 687
Grenada	17 Sep. 1974	344	112 000[a]
•Guatemala	21 Nov. 1945	108 889	7 48[illegible] 000[a]
Guinea	12 Dec. 1958	245 857	5 147 000[a]
Guinea-Bissau	17 Sep. 1974	36 125	810 199
•Guyana	20 Sep. 1966	214 969	903 000[a]
•Haiti	24 Oct. 1945	27 750	5 104 156
•Honduras	17 Dec. 1945	112 088	3 822 000[a]
•Hungary	14 Dec. 1955	93 030	10 711 000
Iceland	19 Nov. 1946	103 000	230 800
•India	30 Oct. 1945	3 287 590[c]	683 810 000[c]
•Indonesia	28 Sep. 1950	1 904 569	150 520 000[a]
Iran	24 Oct. 1945	1 648 000	39 320 000[a]
Iraq	21 Dec. 1945	434 924	13 527 000[a]
•Ireland	14 Dec. 1955	70 283	3 440 427
•Israel	11 May 1949	20 700	3 953 700
•Italy	14 Dec. 1955	301 225	57 197 214
Ivory Coast	20 Sep. 1960	322 463	8 298 000[a]
•Jamaica	18 Sep. 1962	10 962	2 220 000[a]
•Japan	18 Dec. 1956	372 313	117 645 000
•Jordan	14 Dec. 1955	97 740	3 364 000[a]
•Kenya	16 Dec. 1963	582 644	17 148 000[a]
Kuwait	14 May 1963	17 818	1 464 000
Lao People's Democratic Republic	14 Dec. 1955	236 800	3 811 000[a]
Lebanon	24 Oct. 1945	10 400	2 685 000[a]

Name of country	Date of Admission	Total area (square kilometres)	Estimated population (mid-year 1981)
Lesotho	17 Oct. 1966	30 355	1 374 000[a]
Liberia	2 Nov. 1945	111 369	2 038 000[a]
Libyan Arab Jamahiriya	14 Dec. 1955	1 759 540	3 086 000
Luxembourg	24 Oct. 1945	2 586	364 000
Madagascar	20 Sep. 1960	587 041	8 955 000
Malawi	1 Dec. 1964	118 484	6 123 000
•Malaysia	17 Sep. 1957	329 749	14 415 000
Maldives	21 Sep. 1965	298	157 000
Mali	28 Sep. 1960	1 240 000	7 159 703
•Malta	1 Dec. 1964	316	365 846
•Mauritania	27 Oct. 1961	1 030 700	1 681 000
•Mauritius	24 Apr. 1968	2 045	971 650
•Mexico	7 Nov. 1945	1 972 546	71 192 800
Mongolia	27 Oct. 1961	1 565 000	1 716 000[a]
•Morocco	12 Nov. 1956	446 550	20 646 000
Mozambique	16 Sep. 1975	801 590	10 757 000[a]
•Nepal	14 Dec. 1955	140 797	15 020 451
Netherlands	10 Dec. 1945	40 844	14 246 049
New Zealand	24 Oct. 1945	268 676	3 125 300
Nicaragua	24 Oct. 1945	130 000	2 824 000[a]
Niger	20 Sep. 1960	1 267 000	5 479 000[a]
•Nigeria	7 Oct. 1960	923 768	79 680 000[a]
•Norway	27 Nov. 1945	324 219	4 088 000
Oman	7 Oct. 1971	212 457	919 000[a]
•Pakistan	30 Sep. 1947	803 943[c]	84 579 000[a]
Panama	13 Nov. 1945	77 082	1 940 164
Papua New Guinea	10 Oct. 1975	461 691	3 088 000
Paraguay	24 Oct. 1945	406 752	3 298 489
Peru	31 Oct. 1945	1 285 216	18 278 539
•Philippines	24 Oct. 1945	300 000	49 530 000
•Poland	24 Oct. 1945	312 677	35 902 000
Portugal	14 Dec. 1955	92 082	9 831 300
Qatar	21 Sep. 1971	11 000	248 000[a]
•Romania	14 Dec. 1955	237 500	22 457 000[a]
Rwanda	18 Sep. 1962	26 338	5 109 000[a]
•Saint Lucia	18 Sep. 1979	616	122 000[a]
Saint Vincent and the Grenadines	16 Sep. 1980	388	98 000[a]
Samoa	15 Dec. 1976	2 842	158 900
Sao Tome and Principe	16 Sep. 1975	964	86 000[a]
Saudi Arabia	24 Oct. 1945	2 149 690	9 319 000[a]
•Senegal	28 Sep. 1960	196 192	5 811 000[a]
Seychelles	21 Sep. 1976	280	66 000[a]
•Sierra Leone	27 Sep. 1961	71 740	3 571 000[a]
Singapore	21 Sep. 1965	581	2 443 300
Solomon Islands	19 Sep. 1978	28 446	237 000[a]
Somalia	20 Sep. 1960	637 657	4 886 000[a]
South Africa	7 Nov. 1945	1 221 037	30 131 000[a]
•Spain	14 Dec. 1955	504 782	37 854 383
•Sri Lanka	14 Dec. 1955	65 610	14 980 000
•Sudan	12 Nov. 1956	2 505 813	18 901 000[a]
Suriname	4 Dec. 1975	163 265	397 000[a]
Swaziland	24 Sep. 1968	17 363	565 970
Sweden	19 Nov. 1946	449 964	8 323 934
Syrian Arab Republic	24 Oct. 1945	185 180	9 314 000
•Thailand	16 Dec. 1946	514 000	48 125 000[a]
•Togo	20 Sep. 1960	56 785	2 705 000[a]
Trinidad and Tobago	18 Sep. 1962	5 130	1 185 000[a]
•Tunisia	12 Nov. 1956	163 610	6 513 000[a]
•Turkey	24 Oct. 1945	780 576	46 375 000[a]
•Uganda	25 Oct. 1962	236 036	13 620 000[a]
•Ukrainian Soviet Socialist Republic	24 Oct. 1945	603 700	50 043 000[b]
•Union of Soviet Socialist Republics	24 Oct. 1945	22 402 200[d]	267 709 000[d]
United Arab Emirates	9 Dec. 1971	83 600	782 000[a]
•United Kingdom	24 Oct. 1945	244 046	55 833 000[a]
•United Republic of Cameroon	20 Sep. 1960	475 442	8 650 000[a]
United Republic of Tanzania	14 Dec. 1961	945 087	18 510 000[a]
•United States of America	24 Oct. 1945	9 363 123	229 805 000
Upper Volta	20 Sep. 1960	274 200	7 094 000[a]
•Uruguay	18 Dec. 1945	176 215	2 926 780
Vanuatu	15 Sep. 1981	14 763	122 000[a]
Venezuela	15 Nov. 1945	912 050	14 313 365
Viet Nam	20 Sep. 1977	329 556	54 968 000[a]
Yemen	30 Sep. 1947	195 000	5 940 000[a]
•Yugoslavia	24 Oct. 1945	255 804	22 516 000
Zaire	20 Sep. 1960	2 345 409	26 377 280[a]
•Zambia	1 Dec. 1964	752 614	5 961 000[a]
Zimbabwe	25 Aug. 1980	390 580	7 600 000

[a] United Nations estimate.
[b] For 1979.
[c] Excluding data for Jammu and Kashmir.
[d] Including the figures of Byelorussian SSR and Ukrainian SSR.

•UNESCO Member States whose institutions participate in the UNESCO Associated Schools Project. The following States not listed above are also participating in the Project: •Republic of Korea •Switzerland.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Appendix I

International Decades, Years and Special Observances

1973-1983	Decade for Action to Combat Racism and Racial Discrimination
1976-1985	United Nations Decade for Women: Equality, Development and Peace
1978-1988	Transport and Communications Decade in Africa
1980s	Industrial Development Decade for Africa
	Second Disarmament Decade
1981-1990	International Drinking Water Supply and Sanitation Decade
	Third United Nations Development Decade
1983	World Communications Year: Development of Communications Infrastructures
	Observance of the Thirty-fifth Anniversary of the Universal Declaration of Human Rights (10 December)
1985	International Youth Year: Participation, Development, Peace
1986	International Year of Peace
1987	International Year of Shelter for the Homeless

Annual Days and Weeks

21 March	International Day for the Elimination of Racial Discrimination
Beginning 21 March	Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination
Beginning 25 May	Week of Solidarity with the Peoples of Namibia and All Other Colonial Territories, as well as those in South Africa, Fighting for Freedom, Independence and Human Rights
4 June	International Day of Innocent Children Victims of Aggression
16 June	International Day of Solidarity with the Struggling People of South Africa
9 August	International Day of Solidarity with the Struggle of Women in South Africa
26 August	Namibia Day
Third Tuesday of September	International Day of Peace
11 October	Day of Solidarity with South African Political Prisoners
24 October	United Nations Day
24-30 October	Disarmament Week
Week of 27 October	Week of Solidarity with the People of Namibia and Its Liberation Movement
29 November	International Day of Solidarity with the Palestinian People
10 December	Human Rights Day

Other International Days

8 March	International Women's Day
23 March	World Meteorological Day
7 April	World Health Day
17 May	World Telecommunication Day
5 June	World Environment Day
8 September	International Literacy Day
first Monday in October	Universal Children's Day
9 October	Universal Postal Union Day
16 October	World Food Day
24 October	World Development Information Day

Reference Paper No. 21
February, 1983.

INDEX I

Bold type denotes that in this unit the topic is a major theme

Note: Because they appear throughout the Collection, topics and elements such as the following are not included in the Index: affective education, attitudes, concepts, child-centered education, citizen education, cognitive, community, conduct, co-operation, culture, curriculum, experience, exploration, follow-up, generalizations, goals, groups, habits, international understanding, justice, knowledge, learning, needs, objectives, participation, schools, skills, society-centered education, values, etc.

Subject areas are indicated in the Matrix in "Guidelines".

aging, TE-2, III-A, III-B, IV-G
agriculture, II-D, III-G, IV-A, IV-D
apartheid, IV-B, IV-E
arts, TE-2

banners, II-B

Caribbean Sea, II-E
civic activity, TE-1, II-D, II-G, IV-B
clothing, I-C
colonialism, III-A, III-D, IV-A, IV-B
commodities, IV-A
communication, TE-1, I-E, III-A, III-C, III-F
community development, II-D, III-D, IV-G
competition, II-D
conservation, TE-2, III-G
consumerism, III-B
Copernicus, II-B
creativity, Introd., I-C
curriculum innovation, Introd., TE-1

dance, I-D, I-E
Declaration of the Rights of the Child, I-B
Declaration on the Preparation of Societies for Life in Peace, Appendix
decolonization, III-D, (see colonialism)
desertification, III-G
development, Guidelines, TE-1, II-B, II-D, III-C, III-D, III-E, III-F, IV-A, IV-D, IV-F, IV-G
disarmament, TE-1, IV-D, IV-E, IV-F
discrimination, II-A, IV-B
discovery learning, Introd.

emergency relief, II-E, IV-F
energy, TE-1, TE-2, II-D, III-A, III-B, IV-A, IV-D,
environment, TE-2, I-A, I-C, I-E, II-D, III-A, III-G, IV-D, IV-F
ethnocentrism, TE-2
evaluation, TE(1), TE(2), II-D, IV-C
exhibits, III-F

families, I-B, I-D
festivals, I-E, IV-F, IV-G
field trips, I-E, II-A, II-D, III-F
films, Introd., TE-2, I-B, II-B, III-A, III-C
finance, IV-A
flags, II-B, III-A

folk tales, II-A, IV-G
food, TE-1, II-D, III-A, III-B, IV-G
Food and Agriculture Organization (FAO), II-A, II-D, II-E, IV-G, Appendix

global (see world-mindedness)
guides, III-A

habitat (housing), III-B, III-G, IV-A, IV-B
health, I-D, III-B, IV-A, IV-G
heroes, II-C, III-C
housing, IV-B
human rights, Guidelines, TE-1, I-C, I-D, I-E, II-B, III-A, III-B, III-D, III-E, IV-B, IV-F
humanitarian, II-E
hypothetical situations, IV-E

impartiality, TE-2, Appendix B
industrialization, III-B, III-G, IV-A, IV-C, IV-D, IV-F, IV-G
interdependence, IV-D
International Atomic Energy Agency (IAEA), IV-A, Appendix
International Civil Aviation Organization (ICAO), TE-1, II-A, III-F, Appendix
International Decade for Drinking Water Supply and Sanitation, III-G
International Hydrological Decade, III-G
International Labour Organisation (ILO), TE-1, III-E, IV-C, Appendix
International Maritime Organization (IMO), III-F, Appendix
International Telecommunication Union (ITU), III-F, Appendix
International Year of the Child, Synopsis I and II, I-E, II-B, III-C, IV-G
International Year of Disabled Persons, IV-G
interpreters, III-A, III-C
interviewing, III-E, IV-B, IV-C

justice, IV-B, IV-G

Kirpal, Dr. Prem, TE-1, IV-D

language, TE-2, I-C, I-E, III-A, III-C
law, III-A
Law of the Sea, III-G, IV-A, IV-E
League of Nations, TE-1, IV-F
Learning To Be, TE-1
life-long education, TE-1, TE-2
lullabies, I-B

media, TE-1, TE-2, III-A, III-C
Mediterranean Sea, III-G
migration, I-D, IV-C, IV-G
Military Staff Committee, III-A
model meetings, II-A, III-C, IV-A
monetary reform, IV-A
moral force of the UN, II-C, III-D
multi-cultural, TE-2, IV-F
music, I-B, I-D, I-E

names, I-C
National Council for Educational Research and Training, India, Introd., II-D, III-D

national identity, I-C, II-B, III-D, IV-F, IV-G
New International Economic Order (NIEO), TE-1, III-B, IV-A, IV-D, IV-F, IV-G
New World Information and Communications Order, III-C, IV-F
norms, international standards, II-A, II-C, III-D, III-F, IV-B, IV-F
nuclear proliferation, IV-E
nutrition, I-D, IV-G

Office of the United Nations Disaster Relief Co-ordinator (UNDRO), II-E
Office of the United Nations High Commissioner for Refugees (UNHCR), II-E
outer space, III-A, IV-A, IV-C

peace, Guidelines, I-A, I-C, II-C, III-A, IV-E, IV-F
peace forces, II-C, III-A, III-C, IV-E
perceptions, TE-2
periodicals, TE-1
petitions, III-A
pollution, III-B, III-G
population, TE-2, I-A, II-A, III-B, IV-D, IV-F, IV-G
problem approach, Introd., I-E, IV-C
puppets, I-C

radio, II-E, III-A
realism, IV-D
refugees, II-B, II-C, II-E, III-A, IV-E
regional co-operation, III-G, IV-D
religion, IV-F
resource persons, III-E
role-playing, TE(2), II-A, II-D, III-B, III-C, III-D, III-E, IV-A, IV-B, IV-E, IV-F
rural society

self-determination, III-D
self-evaluation, TE(2), II-D, IV-C
self-reliance, TE-1, I-B, II-E, III-D, IV-A, IV-D
simulation, see role-playing
socio-affective education, III-D, IV-F
stamps, Synopsis III and IV, TE-2, I-D, I-E, II-A, II-B, II-E, III-A
student exchange, III-E, IV-G
surveys, III-E, IV-B, IV-C

Technical Co-operation for Development (TCD) IV-A, IV-D
technology, TE-2, IV-A, IV-D, IV-F
textbooks, TE-2
trade, I-D, IV-A, IV-D, IV-F
traditional skills, TE-2
transnational corporations, IV-A
transportation, III-B, III-F

United Nations Charter, II-A, II-B
United Nations Children's Fund (UNICEF), TE-2, I-B, I-C, I-D, I-E, II-A, II-E, III-D, III-F, Appendix
United Nations Day, I-E
United Nations Development Programme (UNDP), II-D, II-E, IV-D, IV-G
United Nations Economic and Social Council (ECOSOC), TE-1, II-A, Appendix
United Nations Education Information Programmes, Introd., Appendix
United Nations Educational, Scientific and Cultural Organization (UNESCO), Introd., TE-1, TE-2, I-C, I-D, III-C, III-D, IV-E
Associated Schools Project, Introd., TE-1, IV-E, Appendix
Clubs, IV-B, IV-E, IV-F
Co-Action Programme, II-D, III-E
Director-General, TE-2
"Man and the Biosphere" Programme, TE-2
Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, Introd., TE-1, I-C, II-A, IV-B, Appendix
Textbook Project, TE-2

United Nations Environment Programme (UNEP), II-D, III-G, IV-D
United Nations Fellowship Programme for Educators, Introd., TE-1, Appendix
United Nations Fund for Population Activities (UNFPA) III-B, Appendix
United Nations General Assembly, II-A, II-B, III-A, IV-E, IV-F, Appendix
United Nations Headquarters, I-A, I-E, II-A, II-B, III-A,III-C III-C
United Nations Industrial Development Organization, (UNIDO), TE-1, III-C, IV-A, Appendix
United Nations International School, Introd., TE-1, I-E, IV-D
United Nations Interns, I-C
United Nations Postal Administration, I-E, II-A, III-A, Appendix
United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), II-D, IV-F
United Nations Secretariat, II-A, III-A, III-C, IV-E, Appendix
United Nations Secretary-General (SG), Introd.,TE-1, I-E, III-A, III-B, III-C, IV-A, IV-E, IV-F, Appendix
United Nations Security Council, III-A, III-E, IV-E
United Nations Trusteeship Council, III-A, III-C, Appendix
United Nations University, IV-G
United Nations Volunteers, III-G, IV-G
Universal Declaration of Human Rights, IV-B
Universal Postal Union (UPU), I-E, III-F
urbanization, III-A, III-B, III-G, IV-B, IV-C, IV-G

values, TE-2, II-D, III-B, IV-C

water, II-D, III-B, III-G, IV-D
West Irian, I-D, IV-E
women, TE-2, II-C, III-E, IV-G
work, I-C, II-D, III-B, III-D, III-E, IV-A, IV-B, IV-D, IV-G
World Bank, II-D, IV-D, Appendix
world community, TE-1, I-E, all units in Sections II, III and IV
World Food Programme (WFP), II-D, II-E, IV-F
World Health Organization (WHO), TE-2, I-C, I-D, II-A, II-E, III-D, III-E, III-G, Appendix
World Meteorological Organization (WMO), III-F, Appendix
world-mindedness, TE-1, III-C
World Youth Assembly, IV-C, IV-G

youth, Synopsis IV, IV-C, IV-F, IV-G

INDEX II

COUNTRIES

Angola, III-D
Argentina, Introduction
Austria, Synopsis II, IV-A, IV-B

Bangladesh, III-E, IV-G
Belgium, Introduction, I-B
Bolivia, TE-2
Burma, I-B, III-E

Cambodia, II-E
Canada, TE-2, II-C
Chile, I-C
China, I-C, I-D, IV-E
Colombia, II-D, IV-G
Costa Rica, III-A, IV-D
Cuba, I-C
Cyprus, Synopsis I, II-C, IV-E
Czechoslovakia, I-E, IV-C

Denmark, I-C
Dominican Republic, II-E

Ecuador, II-D
Egypt, I-B, I-E
El Salvador, IV-D
Ethiopia, IV-E

Fiji, III-E
France, TE-2, III-D

Germany, Federal Republic of, TE-2
Guatemala, I-B, IV-C, IV-D

Haiti, I-B
Honduras, IV-D
Hungary, Introd., I-E, IV-F

India, Introd., TE-2, II-D, III-A, III-B, III-C, III-D, IV-E, IV-G
Indonesia, TE-2, I-C, I-D
Iran, III-G
Italy, III-E, IV-G
Ivory Coast, III-C

Jamaica, IV-G
Japan, Introd., TE-2, I-B
Jordan, I-B, II-D, II-E

Kenya, TE-2, IV-A
Korea, I-E

Lebanon, II-E, IV-E
Lesotho, III-E

Mali, III

Mali, III-A
Mauritius, IV-F
Morocco, I-E, IV-C

Nicaragua, IV-D
Nigeria, Introd.
Norway, Introd., I-B, I-C

Pakistan, I-B
Paraguay, I-C
Peru, III-C
Philippines, Introd., I-E, III-G, IV-B, IV-C, IV-G

Philippines, Introd., I-E, III-G, IV-B, IV-G
Poland, I-B, II-B, III-D, IV-G
Portugal, IV-C

Romania, TE-2, I-E

Senegal, Introd., TE-2
Sierra Leone, II-C
Singapore, I-E
South Africa, I-B, IV-B
Spain, TE-2, II-B, III-C
Sri Lanka, III-C, III-F
Sweden, II-C, IV-F
Switzerland, IV-F

Thailand, TE-2, I-B, I-D, I-E
Trinidad, I-B
Tunisia, I-B, IV-G
Turkey, I-C

Union of Soviet Socialist Republics, I-B, I-D, II-B, IV-E
United Kingdom of Great Britain and Northern Ireland, TE-2
United Republic of Cameroon, I-C, II-D, III-D, IV-F, IV-G
United Republic of Tanzania, III-C
United States of America, I-B, III-F, IV-E

Venezuela, TE-2

Yugoslavia, IV-D

Zaire, TE-2, IV-E
Zambia, Introd., II-D

For optional use:

COMMENTS AND SUGGESTIONS

Units used:

Ways in which they were used:

Comments:

Suggestions for future editions of the Collection:

Please send to: Chief, Education Information Programmes, Department of Public Information,
UNITED NATIONS, New York, N.Y. 10017

DPI/748
83999 - April 1983 - 10.8M
21951 - September 1983 - 8,725
Reprinted - 40084 - September 1983 - 3M
Sales No. E.83.I.12
02300

" an excellent text and well–chosen illustration . . . supremely useful "

• Prof. Esther de Zavaleta, National Commission of Argentina for UNESCO, Buenos Aires, Argentina

" much needed practical classroom teaching materials . . . "

• Mr. Paul Morren, State Inspector of Education, Antwerp, Belgium

" a magnificent collection which has found the right educational path – modern, real, pedagogical – where one finds many suggestions for raising children for a durable peace, for a livable world . . . "

• Dr. Joszef Margóscy, Directeur-général de l'Ecole Normale Supérieure, Nyiregyhaza, Hungary

" well-organized . . . interesting and instructive . . . the book will surely contribute to the development of international education in the world . . . "

• Dr. Jiro Nagai, Department of Education, Hiroshima University, Hiroshima, Japan

" rich, encompassing . . . the right balance between substantive information and class activities . . . "

• Dr. Liduvina Señora, Ministry of Education and Culture, Manila, Philippines

" well-done, sound . . . can make a contribution to better understanding of the United Nations and major issues facing humans everywhere . . . "

• Mr. H. Thomas Collins, Consultant, National Association of Elementary School Principals, United States of America

" fits in with what is already being taught in our schools, leaves room for local material and experience . . . "

• Mrs. Royda Mumbo Luo, Headmistress, Jacaranda Primary School, Lusaka, Zambia